

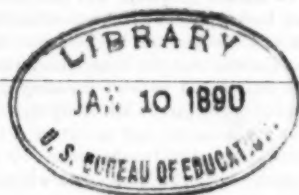
NEW YORK SCHOOL JOURNAL

AND
EDUCATIONAL NEWS.

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MY HAPPY BOYHOOD.

JAMES KELLY.

(FROM the address delivered by Rev. Dr. Bellows. For the information of those who are not acquainted with New York educational men, we add that Mr. Kelly was an ardent admirer of the public school system, was a school inspector for many years; that he was widely known as a friend to the children, and that he was mourned for by them.)

Mr. Kelly carried a native and habitual aspect of truth, conscientiousness and goodness about him, that must have made children glad to sit upon his knees; have assured women of his protection and respect; commanded the confidence of his daily associates, and secured the fervent love of those who knew him closely. He lived and died a bachelor—his declining years solaced and ministered to by a devoted woman towards whom he felt a deep and solid gratitude. His single state, however lonely to him, probably made him only the more a benefactor to the community, by enabling him to give his whole time and heart to the public service. It was well said of Washington, "Providence made him childless, that he might be the father of his Country."

Mr. Kelly made his native city his bride, and devoted himself to her institutions, as a husband nurses and protects a dependent wife. He adopted all the children of our public schools as a family, and took a father's interest in the education and virtue of our whole youth. It was in this wide and noble field of common school education, that he found his happy, persistent, never-wearied career of usefulness; here that he exhibited his wise sense of public duty; here that he poured out his heart and his means; here that he put his trust for the future welfare of our institutions. On no subject did his eyes kindle, or his lips glow with such delightful fervor, as on that of our public schools! You all know his long and useful connection with our schools, the dignified and important offices he filled—and you are here to-day, many of you, to testify over his remains the respect and affection due to so old, so constant, so disinterested, so enlightened a friend of our public school system. I do not know, and must therefore be silent about the details of his services. A hundred lips here present could speak better than I, because more intelligently, upon the special quality, extent and form of his services to our common schools. I wish only to express in the presence of many friends of popular education, and perhaps many school inspectors, trustees or teachers, my profound gratitude to the whole class. The hallowed memory of Joseph Curtis, long dead, but freshly remembered, and an honored member of this congregation, comes up before me, as one of the earliest, most devoted and most respected of the fosterers of our public school systems. Thomas Christy, whose pure life closed only a year ago, another member of this congregation, was for many years a watchful trustee of your public schools, ever near his heart. Mr. Gerard, my neighbor and your devoted friend, must not be forgotten—nor Mr. Hecker. Some of the ablest, oldest teachers in your schools are among my most honored and trusted parishioners—and for no class of workers have I a profounder reverence and gratitude than for those who devote their lives either to teaching or to the guardianship of public school interests. I know no labor so ill requited, which is of such transcendent importance; no life so self-denying—requiring such constant effort, patience and devotion, and receiving so little recognition from its beneficiaries, as that of teachers in the public schools. I put them first in my respect, because of all callings, none is so exhausting, so much out of the sight of the public, so illy rewarded in proportion to its exactions and its great service; so dependent on an inward sense of duty and the unseen sympathy of posterity and the God of all knowledge. But, next to them, comes the devoted Inspectors, Trustees, and Boards of Education, who give so much heart and time and care to the work of securing efficiency, providing resources, and watching against abuses in our public school system. Mr. Kelly had long been among the foremost in this glorious work, and it seemed just as near to his heart after a quarter of a century of service, as at the start. I envy him the recollection he must have carried to his dying bed of the thoughts and pains he had spent in this truly holy work. Who so blessed as those who help to develop the intelligence, to train the attention, to order and drill the faculties of the rising generation? On their power to read and write, to think and to acquire knowledge, depends their acquaintance with the law of God and the laws of their country, their capacity for self-improvement and the improvement of their tastes, purified to resist sensual temptations and to enjoy innocent and ennobling pleasures. They are the main defense we have against the growth of a criminal class and against the inroads of violence and fraud. When I behold, as I did on Tuesday last—election day—the droves of idle boys in our streets, tearing down fences, stealing barrels and boards, stimulating each other to every form of folly, I asked myself, if one holiday can produce

such a band of reckless youths to infest our streets, how intolerable as a residence would a city be without public schools, with all the animal spirits of the boys and girls, undirected and undisciplined, and let loose to do their capricious and thoughtless will upon the property and persons of our dense community? As it is, we live on a powder-house of half-taught and wholly undisciplined humanity, and nothing short of compulsory education will ever reduce our crude or animalism to order. Without this we may have the most excellent police and the most active system of penalties, in vain; they are necessary—but an ounce of prevention is worth a pound of cure, and it is public school instruction into which moral training must soon enter as a much larger factor, which is the only efficient preventive, aside from a family influence, which we should be blind to expect in general cases, much as we may desire it. Mental training is happily, to a considerable extent, necessarily moral in its effects; for order, precision, knowledge, cannot enter the intellect without sympathetically affecting the conscience and will—as purity and neatness of person tend to encourage purity of thought and life. But, soon, all persons of mature judgment will have to acknowledge that we must look upon our common schools, not merely as unfolders or feeders of the intellect and memory, but as trainers of the will and the conscience, which it is idle to say cannot be reached without invading the forbidden domain of religious dogma. Mr. Kelly was clear on this point. If our people knew how uncertain is the existence of free institutions, when unsupported by a universal system of public schools, and schools always advancing in drill, in thoroughness and in method of better teaching and better moral discipline, they would value beyond price those sober, free-looking citizens, like Mr. Kelly, who give their lives and hearts up to elevating and maturing this service of popular education.

THE AMERICAN THEORY OF EDUCATION.

(IN November, 1872, at a meeting of the State Superintendents and others, held in Washington, it was thought "desirable that their should be a brief statement embodying closely the ideas of the relation of the American free school to the American commonwealth." This was entrusted to the Hon. Duane D. Ty, Superintendent of Schools, Detroit, Mich. We have selected such portions as will be of interest to the readers of the JOURNAL. The statement is signed by a large number of prominent educational men. We do not think it as clear or as comprehensive an expression of the state of instruction in this country as might be prepared; in fact, one-half of the paper is an attempt to initiate a foreigner into some of the systems of our politics.)

In commercial cities and towns, the tendency preponderates towards forms of punishment founded on the sense of honor and towards the entire disuse of corporal punishment. This object has been successfully accomplished in New York, Chicago, Syracuse, and some other cities. In the schools of the country, where the agricultural interest prevails, the tendency to the family-form of government is marked.

(a) The first theoretical study necessary for the mastery over the material world is arithmetic—the quantification of objects as regards numbers.

In American schools, this is looked upon as of so much importance that more time is given to it than to any other study of the course. Its cultivation of the habit of attention and accuracy is especially valued.

After arithmetic follows geography, in a parallel direction, looking towards natural history. Arithmetic is taught from the first entrance into school, while geography is begun as soon as the pupil can read well.

(b) The first theoretical study necessary to facilitate combination of man with his fellow men is reading the printed page. Accordingly, the prevailing custom in American schools is to place a book in the hands of the child when he first enters school and to begin his instruction with teaching him how to read. As soon as he can read, he is able to begin to learn to study books for himself, and thus to acquire stores of knowledge by his own efforts. The art of writing is learned in connection with reading. This culture, in the direction of knowing the feelings, sentiments, and ideas of mankind, is continued throughout the course by a graded series of readers, containing selections of the gems from the literature of the language, both prose and verse. This culture is re-enforced about the fifth year of the course by the study of English grammar, in which, under a thin veil, the pupil learns to discern the categories of the mind and to separate them analytically from modifying surroundings and define them. The common forms of thought and of its expression are thus mastered, and in this way the pupil is to some extent initiated into pure thought and acquires the ability to resolve problems of the material world and of his own life into their radical elements. The study of the history of the United States (and, in most instances, of the national Constitution) carries on this culture by the contemplation of the peculiarities of his nation as exhibited in its historic relations.

The cardinal studies of the "common school" are: (1) reading and writing, (2) grammar, (3) arithmetic, (4) geography; the first two look toward mastery over spiritual combination; the latter two over material combination. The common school aims to give the pupil the great arts of receiving and communicating intelligence. Drawing and vocal music are taught quite generally and the rudiments of natural science are taught orally in most city schools. Declamation of oratorical selections is a favorite exercise and is supposed to fit the youth for public and political life. Debating societies are formed for the same purpose.

The secondary education, carried on in "high schools," "academies," and "seminaries," to the studies of the common school adds: (1) on the side of the theoretical command of material means: (a) algebra, geometry, calculus, and some forms of engineering (surveying, navigation, etc.); (b) natural philosophy or physics (*i.e.*, nature quantitatively considered); (c) physical geography or natural history (nature organically considered). (2) On the side of the humanities: (a) rhetoric, (b) English literature, (c) Latin, (the basis of the English vocabulary, as regards generalization and reflection as well as social refinement), (d) a modern language, commonly German or French, of which the latter serves the same general purpose as Latin in giving to English-speaking people a readier command, a more intuitive sense of the meaning of the vocabulary of words contributed by the Roman civilization to modern languages, and especially to the English (whose vocabulary is chiefly Roman, though its grammatical form is Gothic).

The high schools generally form a portion of the free public school system; the academies and seminaries are generally founded and supported by private enterprise or religious zeal, and are not controlled or interfered with by the State, although many of them are chartered by it and are free from taxation.

The highest form of school education is found in the colleges and universities scattered through the country, some under the control and support of the State, but far the larger number founded and supported by religious denominations or private endowment and tuition fees from the students. All, or nearly all, of them are chartered by the State, and their property is exempt from taxation. These institutions support one or more of the following courses:

(a) Academic course, generally four years, a continuation of the secondary education, as herein described, embracing a course in Latin and Greek, French and German, higher mathematics and some of their applications, the general technics of the natural sciences and also of the social and political sciences, belles-lettres and universal history, logic, metaphysics, and moral philosophy; (b) a scientific school; (c) a law school; (d) a medical school; (e) a theological seminary; (f) a normal school (for the training of teachers; this is seldom found except in State universities, but is usually a separate institution, founded by the State or municipality).

The academic course is the college course proper; when united to the others, it forms a "university."

PUBLIC SCHOOL APPROPRIATION.

SEVERAL weeks ago we remarked upon the action of the Board of Apportionment in cutting down the estimate of the Board of Education of moneys needed for the public schools for the year 1875. However, the matter was taken up by the press. A number of our leading journals published vigorous articles upon it, and public sentiment speedily manifested itself.

We are happy now to mention, that the Board of Apportionment in making up the final budget, have restored the amount stricken off salaries, viz: \$187,500, and have further added to the reduced item of supplies, \$97,500. This, as we understand it, will enable the Board of Education to maintain the present condition of things, though not to purchase new sites and erect new schools to the extent thought desirable. On the whole we regard this final action of the Board of Apportionment as judicious, and we congratulate the schools and community on it. Especially would we commend the Board of Apportionment, and we feel that if the public is to be well served it should be as careful to award praise when it is due, as censure when that is deserved.

Finally if this grand and noble system of common school education is to be perpetuated and improved, its foes must be intimidated by the vigilance, and its administrators stimulated and encouraged by the sympathy, and *visitation* also, of the great public it serves and benefits.—*Evangelist*.

A SCHOOL-BOY, being requested to write a composition on the subject of "Pins," produced the following: "Pins are very useful. They have saved the lives of many men, women and children—in fact, whole families." "How so?" asked the puzzled teacher. And the boy replied, "Why, by not swallowing them." This matches the story of the other boy, who defined salt as "the stuff that makes potatoes taste bad when you don't put on any."

INDIANA STATE TEACHERS' CONVENTION.

THURSDAY, at 10.30, a paper was read by Miss Delia A. Lathrop, Principal of the Cincinnati Normal School, upon "The Demand for Skilled Labor in the Schoolroom."

She started out with the proposition that all occupations are ranked according to the degree of culture and skill demanded by them. The teacher's calling is not an exception, but the standard of "culture and skill" demanded is a variable one, being an induction from the general character of the persons employed in teaching.

As the professional standing and remuneration of teachers, as a class, are determined by the average qualification of those who constitute the class, it is eminently proper that we consider most carefully the necessity for a combined a methodical effect to secure the best preparation possible for all who assume the duties of the calling, and especially for the large class of temporary teachers which come to us every year.

She therefore propounded the following questions for discussion. First: Wherein is seen the necessity for this preparation. Second: How can it be obtained, as to the necessity. The vast amount of means expended, eighty millions of dollars annually in the United States, the vast amount of property locked up in buildings and grounds, school libraries and apparatus; the thousands of salaried officers, and the army of unsalaried officials required to collect and disburse these funds, to legislate for the schools, and to protect their interests—and all these are not schools. They are but the machinery of the schools. The power to give motion to all this machinery is the teacher. He is the breath of life which must be breathed into the organization before it becomes a living soul. The best appliances a school ever saw are as utterly worthless without a teacher as a moth-eaten garment, and are in no sense educational forces until baptized with the power of the teacher's high purpose and enthusiasm.

The exceedingly short period children are kept in school indicates the necessity for the best employment of their time. Even compulsory education has gone no farther than to require three months annual school attendance, from eight to fourteen years of age, giving but two full school years of attendance. The fact of this legislation indicates that the present average is still less than this. If one stops to consider how little the most skillful teacher can accomplish in the education of a child in two years, he will have some conception of the absolute crime of committing the work to incompetency, if by moral influence or legal enactments it can be avoided.

A higher grade of teaching ability would not only make the two years or less of school-life much more productive, but would lead to a marked increase of attendance, for good teachers keep their pupils while poor ones lose them.

The "temper of the times" demands more skill than has been required in the past. Parents are more intelligent upon theories of education, and expect intelligent pedagogical beliefs of the teachers of their children. Children mature earlier, criticize more closely and report to parents and friends the results of their criticism. Parents put a growing faith in the reports of their children and so ignorantly encourage insubordination. It is assumed that strict discipline and severe application to study is inimical to health, and so the school is made responsible for all the maladies of childhood. "The times" require the teacher to press his own individuality between the very joint and socket of family life and popular sentiment, and in doing so produce no friction.

Second, Plans for securing better preparation. First, the State Normal School. All other instrumentalities are necessarily inferior to this, being less methodical and so less complete and thorough. Every aspirant to a teacher's position should make every reasonable sacrifice, if sacrifice he must, for the life-long advantage of having been a pupil in a good Normal School. But for those who cannot go there are: second, the institutes. Instead of the inmethodical and partial work now done, the speaker suggested the following: Let the County Superintendents indicate courses of study corresponding to the different grades of certificates making the annual Institute, first: an oral review, to be followed by a fair but rigid examination, a commendable standing, entitling to an additional year of license to teach. In this way every teacher would have before him a definite course of study for the faithful accomplishment of which he would receive his immediate reward. Let a diploma be given which shall be filled up as fast as the course which lasts five years, say, is completed. After teachers have taught five years, and received the full diploma, leave them free to follow their own tastes in a course of reading always provided they annually present themselves upon some subject or division of a subject not before tested upon.

A second available and practical means of education is the school periodical literature. While it is somewhat the

fashion to sneer at the educational journals because they are so common place, in comparison with the journals of the "learned profession," we need not be ashamed of our literature. It is true it is not all greatly original, but it is practical and pure, and indicates a good, earnest spirit. So I would say to the young teacher read the journals devotedly. Exchange with your friends and read as many of them as you can, expecting to be profited in the reading. Let the lofty ideals of what a teacher should be and do lift you to a higher faith in yourself and in your occupation, and so to wiser work and nobler success. Let the practical plans suggest to you those by which you can work out especial conditions to successful issues.

Third, the high schools may be made a powerful auxiliary in this work of preparation of teachers. Let the teachers in these schools seek out the bright ones among their pupils who expect to enter upon the work of teaching, and give them some especial time—two or three lessons a week upon the general principles of education and school organization and management; advise them what and how to read; allow them to visit the lower grades of school, and occasionally to do some teaching under the eye of the regular teacher; allow them occasionally to hear their own classes after the manner of some Normal School. In this way there might be a half-dozen young people in training in every high school in the State, at no pecuniary expense to anybody.

Another step that should be taken immediately is to put into every school library a half dozen, if not more, excellent professional books—as practical as Nickersham and Page, as suggestive as Quick's Educational Reformers, and make the having read them a condition of every certificate issued. The poorest and most isolated girl in the State could secure this much of preparation.

And, lastly, the speaker urged upon the attention of her hearers, as a means of and a stimulus to better preparation, the kindly ease and sympathy of experienced teachers. She closed by relating an incident of personal experience. When she was 15 and thought of beginning to teach, her teacher lent her Page's "Theory and Practice of Teaching," and the reading of that book, at just that time, went far towards determining all her future life.

It was but a trifle that the teacher did, simply lending a book; but it was the footprint upon the summit of a life that has determined its unbroken current through all these years.

A MODEL SCHOOL.

WHILE traveling through a central county in Kansas, I chanced to drop into a country school, taught by a Mr. Riley, and I was so struck by its peculiar methods of instruction, that I cannot forbear to give the readers of the JOURNAL a summary of what I saw and heard in my half-day visit.

There were about thirty pupils present, ranging from five to eighteen years, and, of course, including all grades of advancement, from the alphabet to algebra. It will be impossible, for want of room, to give more than a brief summary of the principles observed and the methods of instruction practiced.

PRINCIPLES.

I. Each study was divided into subjects in their natural order; each subject into its logical division; each division into the steps of its development; each step into lesson steps; each lesson step into lessons, each containing but one new idea, and so simple that the teacher could give all the necessary illustrations and instruction in at least one minute.

II. In the primary and intermediate classes no facts or principles was given to commit to memory as a task; memory simply recorded the use in a variety of exercises which directly or indirectly referred to the senses.

III. Every lesson was thoroughly understood and applied before the next was presented to the attention.

IV. No time was wasted in trying to illustrate or explain what the pupils, on account of age or lack of experience, were unable to understand.

V. In advanced classes the principles of generalization were deduced from primary and intermediate practice.

PLANS.

1. Close classification in which pupils of the same degree of advancement only were placed in the same class.

2. The lessons were given in a brief, pointed and methodical manner, with no extra words to obscure the sense. In every case, when possible, the pupils repeated the illustration of the teacher with the objects in their own hands.

3. The text-book was used to furnish exercises for a review rather than as a manual of instruction.

4. No lesson was recited that the preparation did not in some way exercise the judgment in discriminating and comparing, cultivate neatness and taste in penmanship, correctness of orthography or punctuation, or require skill

in the logical order of arrangement on the slate or black-board.

5. In recitation the teacher had nothing to say by way of assistance, but when possible endeavored to lead the pupils to make inconsistent statements; thereby cultivating on their part entire self-reliance. Pupils were required to ask questions as often as to answer them.

6. Short and prompt recitations the average time being only twelve minutes.

7. Nearly double the usual time was given to the primary and intermediate grades, consequently not more than one third the usual time was required in the advanced grades to make the same progress.

As a result of the above system, habits of personal industry in the school room were secured in a remarkable degree. No special system of discipline was required, the pupils apparently had no time for mischief. Every recitation was an eminent success or a positive failure; no blundering, no helping, no make believe. Self-confidence was based upon actual ability and not on self-concession.

Perhaps more anon on the same subject.

Topeka, Kas., Dec. 20, '74. A NEW YORK TEACHER.

BROOKLYN.

EVENING MISSION SCHOOL.

THE third annual Christmas festival of the Free Reading Room and Evening School, under the auspices of the Church of the Pilgrims, (Rev. Dr. Storrs, Jr.) was celebrated on Thursday evening, the 29th ult., at their headquarters, 118 Court street.

The chief feature of the evening was the awarding of prizes and presentation of Christmas gifts to the 200 young patrons. It was organized in 1871, and has grown yearly in popularity, drawing into its covert the poor and the ragged.

The prizes, 20 in number, consisted of skates, penknives, and woolens—the first constituting the highest prize, which were won by Joseph Spencer, George Diesel, Francis McDermott, Alfred Anderson, George Barr, and Theodore Barr for regular attendance.

It would have done any one's heart good to have seen with what avidity the poor boys seized upon their paper bags, containing the goodies, so kindly filled by the agents of Santa Claus. Such an institute has priority over the public school system in some respects. The church looks after their hearts if it does not their souls.

The salutatory address, delivered by Master Alfred Anderson, a youth of much promise, called forth applause. It was an original poem written by request, expressive of gratitude of the boys for services rendered to them during the year just closing, and a touching tribute to Christ, the young babe born to set his people free by being "the way, the truth, the life, the light and the love of the world."

Mr. Earle, of New York, followed with some practical remarks upon "luck." He stated that "good luck is good fortune just as you make it yourself." By being good to others you are good to yourself. His song, "There was a man in our town, whose name was Peter Great," was highly appreciated by the boys. The Superintendent is Mr. A. B. Martin, who received a token of appreciation from the church in the form of a check, the precise amount of which your reporter did not have the impudence to ask, but, even if it happened to be a "round amount," he felt assured that it was well earned. A happy exposition of the theory of good luck and good fortune enunciated the evening. D.

THE Legislature of Vermont at its late session abolished the State Board of Education and elected in place thereof Mr. Edward Conant, "Superintendent of Public Education." Mr. Conant will perform, substantially, the duties of the late Board, and also of the late State Superintendent, Mr. John H. French. Mr. Conant has been Principal of the State Normal School at Randolph, and a member of a former State Board of Education; is a gentleman of much experience as an educator, and the people of Vermont are to be congratulated upon his appointment. This great movement was caused by the change in text-books, brought about by the State Board. The Senate gave a vote 27 to 1, and the House 180 to 18, which shows that the change was very unpopular.

THE River Falls (Wis.) Normal School building is enclosed and the furnaces are in position. This is all that was provided for and anticipated during the present year, and insures its completion in time for the opening of the school in the fall of 1875. This new Normal building is much larger than any of the other three. The popular confidence and patronage that have filled the others to overflowing, and even rendered large additions necessary, fully justify the State Board in adopting a generous scale of size and convenience in this last enterprise.

Collegiate Department.

WILLIAM L. STONE, Editor.

All communications designed for this department of the paper must be addressed as above.

The Fine Old Atom-Molecule.

AIR—"The Fine Old English Gentleman."

[To be sung at all gatherings of advanced Socialists and "Scientists."]

We'll sing you a grand new song, evolved from a 'cute young pate,
Of a fine old Atom-Molecule of pre-historic date,
In size infinitesimal, in potencies though great,
And self formed for developing at a prodigious rate—
Like a fine old Atom-Molecule,
Of the young World's proto-prime!

In it slept all the forces in our cosmos that run rife,
To stir Creation's giants or its microscopic life;
Harmonious in discord, and co-operant in strife,
To this small cell committed, the World lived with his Wife—
In this fine old Atom-Molecule,
Of the young World's proto-prime!

In this autoplasmic-archetype of Protean protein lay
All the humans Space has room for, or for whom Time makes a day,
From the Sage whose words of wisdom Prince or Parliament obey,
To the Parrots who but prattle, and the Asses who but bray.
So full was this Atom-Molecule,
Of the young World's proto-prime!

All brute life, from Lamb to Lion, from the Serpent to the Dove,
All that pains the sense or pleases, all the heart can loathe or love,
All instincts that drag downward, all desires that upward move,
Were caged a "happy family" cheek-by-jowl, and hand-in-glove,
In this fine old Atom-Molecule,
Of the young World's proto-prime!

In it order grew from Chaos, Light out of Darkness shined,
Design sprang up by Accident, Law's rule from Hazard blind,
The Soulless Soul evolving—against not after kind—
As the Lifeless Life developed, and the Mindless ripened Mind,
In this fine old Atom-Molecule,
Of the young World's proto-prime!

Then bow down, Mind to Matter; from the brain-fibre Will withdraw;
Fall Man's heart to cell Ascidian, sink Man's hand to Monkey's paw;
And bend the knee to Protoplast in philosophic awe—
Both Creator and Created, at once work and source of law,
And our Lord be the Atom-Molecule,
Of the young World's proto-prime!

—Punch.

WHAT THEY ARE DOING IN NOVA SCOTIA.

THINKING that our readers would be pleased to know the turn that thought is taking in the "Provinces," we clip the following able article from the *Dalhousie Gazette*. The *Dalhousie Gazette* is a very respectable college paper, published by the students of Halifax, N. S. We quote:

A PAPER UNIVERSITY.

Among the various schemes that have been proposed for the improvement of the higher education in our Province, not the least prominent is the paper university scheme. Its advocates and supporters offer it as a kind of compromise between the one Provincial university, and the present anomalous, semi-academic, semi-collegiate system. The substance of their argument runs somewhat thus: "We admit that the present state of college education in Nova Scotia is not satisfactory, but we think that centralization is impossible. The only thing immediately feasible is an organization similar to the London University. Let there be an examining board, who shall yearly or half yearly, at convenient seasons, examine students from all our colleges. Let all degree-conferring power be vested in this board, so that there shall be a uniform standard of graduation." It is argued that the adoption of the scheme would create a generous rivalry among our existing collegiate institutions, and increase their efficiency in every way. It would prevent the anomaly of men bearing university degrees, who possess an amount of intellectual culture, very little if at all above the ordinary high school grade. Of necessity, therefore, the proposed central examining board would require to adopt a standard of examination, higher than exists in any of our colleges. Otherwise the object of the scheme would not be accomplished. We doubt very much, whether a large enough number of thoroughly impartial and capable men could be found to work this scheme; but we will give its advocates the benefit of the doubt. Suppose then the proper men are found, that the board is constituted, and everything is in thorough working order. We think we may safely predict, that if progress could be made thus far to the satisfaction of all parties, and if all our colleges could be induced to fall in with the arrangement, the result of the first examination would be, if the tests were rigidly applied, that at least one-half of the candidates would be rejected. Our prediction is founded upon data afforded by the statistics of the University of London. The more efficient and complete the working of the scheme, the more disastrous would be the result. What would such a result prove? The answer seems ready:

the inefficiency of our college instruction. Not necessarily; for the same logic would apply to the case of the University of London, where the candidates come from the most thoroughly equipped colleges in the world. We would, however, be justified in concluding that it is utterly impracticable to separate examination, except of the most general character, from class drill and method. The subjects prescribed by such an examining board would require to be prepared by private study, and this in addition to the ordinary studies of the student's regular curriculum, is next to impossible. If all our colleges would adopt a uniform curriculum of studies, with a view to prepare students for these examinations, then there would be a fair trial of strength and efficiency.

The college which contributed the largest percentage of successful candidates, would in course of time largely deplete the attendance on the weaker colleges. The fittest would survive in this inter-collegiate struggle. Or, on the supposition that the various colleges would be pretty evenly matched, where is the use of being at the trouble and expense of maintaining the machinery of an examination board to do work that could as well be done by the Senates and official boards of the colleges. Only on the ground of supposed impartiality, could the degree of the central board possess any more value than the college degree. We confess that we would rather have the present unsatisfactory state of matters than the proposed board. It would be a vexation and a nuisance. We do not think that our college authorities would enter into such an arrangement. The scheme is wholly impracticable and unworkable. Such a board has no right to call itself a University; it is a misnomer. A university is an institution which has a local habitation; which is linked with associations and memories of class intercourse, student fellowship, and generous intellectual rivalry. True, under the proposed regime, the student would not be deprived of these things. But what possible enthusiasm could one arouse over a number of men, with whom his only acquaintance is perhaps that of the examination hall. His degree would no longer be the source of pride to him as the gift of his loved Alma Mater, increasing in value as the lustre of her fame grew brighter, but a mere index of a process of vigorous and successful examining. All students value their degree in proportion to the fame of their university, which does not consist so much in the toughness of examination papers, as in an efficient and full professoriate, and an abundance of the appliances of intellectual culture. It may be and has been urged, that this paper university scheme is the only practicable one to give increased efficiency to our existing collegiate institutions. It might temporarily accomplish this result, but in the long run for other consequences would follow. The weaker colleges, as we have already hinted, would suffer a decrease of students, and would therefore become paralysed and languid. Dissatisfaction and discontent would arise among the students. The number coming up to examination would yearly decrease. The college degrees would be sought for (if the colleges still retained the degree-conferring power) and the old state of things revived.

What we want is not such a nondescript thing as a paper university, but one consisting of good and spacious buildings, with able professors to teach in the class-rooms, and having full equipment to give a technical and special, as well as a general training,—in a word, a Provincial University. We want a university of which we can be proud, not merely as Presbyterians, or Wesleyans, or Baptists, or Episcopalians, but as Nova Scotians; one embodying the broad and catholic spirit of the higher education. The cancer of denominational prejudice has long enough eaten at the vitals of our educational system. We are told, that we cannot soon expect a change for the better, and indications from various quarters seem to confirm the truth of this statement. We have faith in the younger generation, however, that seeing the need of their country, and imbibing the patriotic and progressive spirit of the age, they will unite their efforts to remove her reproach, and give her sons opportunities of university education worthy of her resources and her fair fame.

'72.

HUMAN NATURE THE SAME THE WORLD OVER.

FRESHMEN.

If you have ever stood in the presence of death you can, in a measure, appreciate the feelings of a new comer at college. In awe and dread he stands in the presence of reverend Seniors, jocose Juniors and the grand Sophomore—to say nothing of the President and Faculty. He listens with dread to the tale of the wily Sophomore poured into his sympathetic ear, and awakes, too late, to find that though the Sophomore may be *moros*, he certainly is not *sophos*. He realizes that life is an empty, aching void, and wonders for what purpose God could have made him. He looks upon the Sophomore as something great and terrible,

and utterly beyond his comprehension. He is amazed at the impunity of the Faculty in binding down such mighty intellect and sharp wits to the weary routine of college life. Invariably in passing a Sophomore he makes a wide sweep, and looks longingly for a trace of recognition from his stern features.

With what degree of splendor and magnificence he thinks of the Junior it is impossible to state. Worshipping him and marveling at his profound learning, he hangs upon his beck and call. An approving look raises his spirits to the "seventh heaven." He shudders at the thought of being a Junior on "Junior Ex." day, and is more and more confirmed in the belief that by Providence only is he permitted to view such wonders.

The Senior is considered by him as a sort of hybrid animal, a "cross" between angels and men. His eyes rest lovingly on his form, and deep in his inmost soul he cherishes the belief that the next thing to being a "Soph" would be to be a Senior.

Behold him now as he enters the Literary Society of his choice. He drinks in the astounding information that Freshmen are entitled to elect, if they can, one of their own number to the important and responsible position of Assistant Recording Secretary! In amazement at such unparalleled generosity, he is suddenly startled by the announcement that he is "on" for "an oration one week from to-day." He leaves the hall a sadder and wiser man.

He now attempts the terrible feat of speaking in Chapel. With trembling voice he invites the "white man to lay upon the Indian's bear skin" or takes them through some ancient oration, commencing with "Mr. President." He also now attempts the hazardous feat of riding a "pony," and discovers, too late, when the fatal examination day arrives, that, alas! he has "been thrown."

Amidst these various pleasures and mishaps he whiles away his time, and when the earth has circled one around the sun he is transformed from the weak and suppliant "Fresh" to the grand and grandiloquent "Soph."

Sic transit gloria!"78."—*The College Olio*.

ART NOTES.

ELIZA GREATOREX.

AMONG the arts which of late years have claimed increasing interest and attention, that of drawing in pen and ink is rapidly acquiring a prominent place. There have been in this country very few artists who have made use of the pen in landscape or figure drawing. Probably the first to do so was Archibald Robertson, who, in the year 1792 was sent from England by the Duke of Buchan, commissioned to paint the portrait of George Washington—a photograph of this picture, and also that of Lady Washington, is now in the New York Historical Society. Mr. Robertson was a pupil of Sir Joshua Reynolds and Benjamin West, and was one of the first who formed the idea of an American Academy of Fine Arts. While in New York, Mr. Robertson made many pen drawings of the city and its then most picturesque suburbs, some of which are now in the possession of Mrs. Greatorex, whose art life and works form the subject of the present notice. The eminent landscape painter, Wm. Hart, has, in his summer tours, made much use of pen and ink. To his beautiful work, and kindly and helpful suggestions, Mrs. Greatorex often reverts with grateful remembrance. Many years ago he showed her the value of the pen as a substitute for the heavy and cumbersome color box in making out-of-door studies. The graceful outline drawings of F. O. C. Darley, Ehninger, etc., etc., illustrating the legends of the old Dutch times of New York, are dear and familiar pictures in the homes of the refined and art loving of our people. But we know it will be a true pleasure to our readers to learn that it is a woman who bids fair to carry off the laurels in pen and ink, in etchings on glass and copper, and all kindred branches of the school of black and white; and that Eliza Greatorex may fairly place in her well won wreath, such flowers of industry, perseverance and devotion to her art, as few can claim the right to wear.

The artist life of Mrs. Greatorex began some twenty years ago in the school of Miss Haines, in New York, where the opportunity of teaching was afforded to her in the broadest sense—teaching, according to her highest ideal, in the best and truest methods, which long study of the best English, French and German schools of design fitted her to impart. Some of the pupils for whom she labored so conscientiously have since attained good positions in painting and drawing, thus affording

Mrs. Grestorex the rare and high pleasure of seeing the successful results of her first earnest efforts in the cause of art.

Painting for the pure love of it, Mrs. Grestorex had hardly thought of making it her profession, keeping easel and canvass rather as a recreation from the severe labor of teaching; and it was not till she had studied in the atelier of W. W. Wotherspoon, sketched with William and James Hart, and twice visited Europe and there enriched and enlarged her mind in its galleries and schools that her peculiar talent developed and ripened.

In the summer of the year 1868, the long illness of a friend and inmate of her home prevented her from making her usual summer sketching tour; an hour or two of fresh air was all she could permit to herself. Then rambling among the bits of rural nature yet lingering around the northern or "up town" part of New York, she was often attracted by an old mansion or quaint farm house, and sometimes a shady lane winding down the western slope of the island till it made a lovely vista on the Hudson, or crossing to the east, she found, now a forgotten old church once far in the country, now an orchard, ancient and mossy, but still bravely blooming and bearing unconscious of the fatal coming of pavements, and brick and mortar.

The beauty of these old habitations, and the many historic and romantic associations which Mrs. Grestorex found clinging around them awakened all the enthusiasm of her heart; the knowledge of the inevitable destruction awaiting all of these made her resolve to secure a remembrance of them, ere modern city improvements should quite obliterate them. So even in that hot summer she made drawings of many places which but a little time afterwards had forever disappeared.

The following spring she, with her two young daughters left New York, and for two years and a half resided in Europe. The first summer she passed in the wonderful old town of Nürnberg, the birthplace of one of the fathers of etching—the great artist, Albert Dürer. A charming series of etchings of the old city attest her industry during her sojourn within its walls. For the production of these she used the delicate and effective etching of the "Graphic process."

Next followed a winter of earnest study in the schools and galleries of Munich, then came the Franco-Prussian war, making the larger cities well nigh intolerable with the excitement, distress and suffering which it entailed.

In Bavaria, especially, it created endless confusion and disorder in all peaceful arts. The Passion Play at Ober Ammergau, performed every decade, was thus interrupted and only resumed in the summer of 1871, when the furious but short lived war had ended. To this most strange and remarkable community Mrs. Grestorex and family resorted, and in the curious little village, hidden like a nest in the lofty Bavarian highlands, her artist-nature settled, attracted and charmed by the singularly unworldly character of the simple people living there. Leaving the Play with its wonderfully arranged scenes and tableaux to other painters and writers, she preferred to delineate the homes and daily life of the players. In this work she had the approval and sympathy of many visitors at Ober Ammergau, persons of eminence in art and literature; and on the publication of "The Homes of Ober Ammergau" during the ensuing winter at Munich, a warm welcome from the German and English press greeted it, and a most eulogistic and gratifying notice in the *Saturday Review* of 17th May, 1872, from an unknown critic, at last convinced the authoress that her work had met with true appreciation from the highest authority in art and letters.

After one more summer spent in journeying through Germany, Switzerland, France and England, Mrs. Grestorex returned in the winter of 1873 to her New York home. In the succeeding summer a long tour through Colorado resulted in the volume of "Summer's Etchings in Colorado," published by Putnam's Sons, and at last Mrs. Grestorex settled down to the beloved and never-forgotten work—her labor of love, the pictures of Old New York. Her drawings of the old mansions, churches and nooks of New York, begun in the manner related above, have accumulated until they number over sixty elaborate pen and ink pictures. These illustrate the "relics" included between the Battery and Bloomingdale. The first issue of the book will be an album of five pictures, with text of a simple narrative of incidents belonging to each subject. Of course, the opening is at the Battery, the beautiful portal of the New

World, whose scenery and location may vie with those of the fairest city on earth.

After many disappointing experiments Mrs. Grestorex has at last found a method of reproduction which satisfies her requirements. The long and arduous task of etching her drawings on copper she has already commenced, but the process is too tedious and costly to make it possible to give them to the public within any reasonable space of time, and she accepts very gladly the finished and beautiful heliotype process, brought to even greater perfection by Rockwood, of New York, than by Albert, of Munich, the Bavarian king's photographer, by whom the "Homes of Ober Ammergau" were reproduced. It is probable that the whole series of Old New York will appear during the present year, the first number being now in press.

Stimulated by the gracious remembrance of the many helping hands extended to her in the early years of her profession by artists; convinced especially of the worthy and noble career now opening to her sisters of the pen and brush, Mrs. Grestorex feels strongly the desirability of forming in New York a centre or bureau for the creation and exposition of all grades of art work, from the simple decorations applied to household uses to the best pictures of old and new masters attainable and the elaborate and costly imitations of the Medieval arts, now so highly prized by modern amateurs and collectors. Mrs. Grestorex's position and reputation seem to designate her as the fittest inaugurator of such a home for works of skill and genius. The location and capacities of her home (115 East 23d street), offer all the requirements for at least the beginning of this project, and she has, in the friendships and co-operation of many eminent artists, men and women, a happy augury of success. Her own daughters, also carefully educated in painting, drawing and designing, will be her assistants. For women especially (though not by any means to the exclusion of any artist or work of art), has this project been conceived, and we may in full trust predict its success, knowing that its inception and direction spring from the same source which has supplied the honest purpose, the indomitable energy, and pure artistic power of Eliza Grestorex.

The Press on Education.

THE TEACHER.

By HON. J. A. GARFIELD, M.C., OF OHIO.

THE feature of education that I shall discuss, and which may seem strange to many of you, is the power and influence of the teacher over the scholar. Were I to begin my education again, with the privilege of choosing between two classes of education, one consisting of a magnificent building in which were stoical professors, numberless books, and a systematic but lifeless routine of study; the other a shanty in which is a noble-minded man, of large soul and a generous, warm nature, I would say give me the latter. It is the words and actions of men and women that educate more than text-books. I would not say a word against the work of the institute; it is necessary and good so far as it goes; but you may write down all the teachers who fail and then examine into the cause of failure, and you will find that it is not from a lack of book knowledge, or a knowledge of studying out a lesson, but a lack of

KNOWLEDGE OF HUMAN NATURE;

they lack gumption. In order to be a successful teacher you must learn to read character and understand human nature. The trouble is, teachers are chiefly concerned in studying books and not to know the scholars to be taught; are only studying how to use the tools to the neglect of the important qualification of knowing the material upon which they are to work. Some of you will probably go into your school-rooms this fall, and on the first day of school, as you make a superficial observation of your scholars, you will say: These scholars are just like the ones I had last term; are of the same grade and age, and you will commence running in the old groove. This is a great mistake. Of the myriads of beautiful flowers that adorn the earth. There are no two alike; so it is as regards children; there are no duplicates in God's creation. Every child that comes into this world is a new combination of elements. Your first and most important duty is to study the nature of each scholar; study the characteristics that are peculiar to each, that you may know how to awaken their nobler emotions.

I believe there is no profession in which there is so much danger of a shriveling up in intellect and powers as that of teaching. I assign as a cause the fact that teachers are too apt to imagine that they have learned all that is necessary for them to know.—*Cleveland Leader*.

TEACHERS' SALARIES.

AT the last meeting of the New England Society, the sixth regular toast—"Education"—met with a response from the Rev. E. H. Chapin, D. D. He said that in rising to respond to the sentiment, he certainly could not complain of limitations. There was an ample amount of latitude in the subject, and if he treated it with anything like thoroughness, his hearers would recognize that it was one of vast longitude. He took a great interest in the subject, and heartily concurred with the school trustee, who being asked to address a portion of his charge said, "Boys, get education; get all the education you can. I wouldn't be without what I have for a dollar." So far as compulsory education was concerned, the speaker declared that society had a right to protect itself, and to demand the education of all its members. To hope to elevate the minds of the children in the community by cutting down the salaries of their teachers, he thought was a penny-wise policy. [Applause.] The free school was the headspring of the possible and the problematical future. The Puritan fathers exercised what proved to be a lasting influence upon national education. In their earliest struggles they established free schools. Among all the noble things the State of Massachusetts had to be proud of there was nothing grander than the influence that had gone out from her free schools. But as to religious liberty; these Puritans or Pilgrims were not the first to proclaim—to make a legal, open proclamation of—religious freedom; that came from the Catholic colony of Lord Baltimore. The Puritans were men of narrow beliefs; but, after all, the speaker would rather have one ray of clear sunlight to guide him through the stormy sea of life than all the contrivances of fog signals ever invented. [Applause.]—*N. Y. Tribune*.

THE TRUE SCHOLAR.

By PRESIDENT PORTER.

BUT the true scholar has another quality that is useful to his fellow men—he loves learning for its own sake, rather than for its results to himself. In fact, his chief danger grows out of this quality of his. He may be tempted to indulge this love to the degree of shutting himself up within his shell, without feeling it to be his duty to act in and for mankind, or of making his instructions as easy as possible and reserving his time and hard work for private studies. But, on the other hand, he can be no true scholar who does not love his pursuits, who, while he subordinates all that he does to the will of God, yet feels that "the lines have fallen to him in heavenly places, and he has a goodly heritage." His profession, or professorship, is not principally the means of gaining his bread, or of acquiring respectability or fame; but his heart is in it. If, for instance, it is the instruction in that language which was Mr. Hadley's life-work, he rejoices to commune with the great minds of an age long past, to study the grammar, the language in its varied dialects, the wonderfully rich metres of its poetry, to trace the stream of thought and diction from Homer downward, to enter into the historical and political changes of Greece until it lost its national feeling, to understand its religion, its philosophy, its art. Such studies are intensely delightful, and they lift the true scholar above that craving for admiration, that undue regard for the changes of opinion which most men are so much exposed to. The true scholar, as he studies on in the love of his studies, is like a real soldier in a battle, who fights because he is inspired by his dangers, his responsibilities, and his professional tastes.

Must not the true scholar, then, by his life be constantly telling the world, as the Christian is telling it, that there is a value in immaterial things which is great enough to attract to itself the interests of men of high cultivation and intellect. He protests silently against all inordinate valuations and cravings for wealth and for all political or social ambitions. He ought to be a contented man; because he is in his chosen sphere—not contented, indeed, in the sense of knowing enough, but in that of having an even line of life, which he steadily and happily follows. He ought to be an independent man, for his habits of thought are formed in strict accordance with the best use of his judgment and the highest rules of evidence. He must be, therefore, an honest man; for his whole training leads in that direction. If called upon, for instance, to constitute or decide upon the text of an ancient author, he has one rule for a profane writer, and the same for the text of the Sacred Scripture—to judge according to the data furnished by manuscripts, in the use of his best ability.

We have said enough to show that, as far as the life of the genuine scholar can be known, it has a highly moral influence. His students will learn to distinguish pretension, shallowness and flippancy, on the one hand, and modesty, depth, and real learning on the other. If, in a country where there are but few of his kind, such an one appears, he raises the standard among the whole confraternity, who will thus feel what they owe to him and give him all deserved respect. In this land his life teaches a lesson which, if he gave no other lessons, would make him a centre happy of influences. All honor to old Anaxagoras, not only because he was the first among Greek philosophers to assign a place to mind in the arrangements of the universe, but because he gave his patrimony to his relatives, that he might have the less ease and the more time for his studies. But such unworldliness is only one of the traits of character with which the true scholar shines out of his retreat upon his fellow men. How, then, can a country afford to diminish the number of such men by practically undervaluing their services to mankind?

Literary Department.

THE editor of this department of the JOURNAL will be happy to receive contributions of stories, poetry, and papers on miscellaneous subjects, and will be glad to encourage all the younger writers by publishing such articles as will, in this opinion, bear the scrutiny and suit the taste of the readers of the JOURNAL.

He will also be pleased to reply to any and all correspondents on subjects of a social character, etiquette, science and art, or on any subject which may be of interest to our patrons.

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EDITOR LITERARY DEPARTMENT,
NEW YORK SCHOOL JOURNAL.

A Buried Life.

BY MATTHEW ARNOLD.

YET still, from time to time, vague and forlorn,
From the soul's subterranean depth upborne,
As from an infinitely distant land,
Come airs, and floating echoes, and convey
A melancholy into all our day.
Only, but this is rare!
When a beloved hand is laid in ours,
When, jaded with the rush and glare
Of the interminable hours,
Our eyes can in another's eyes read clear,
When our world-deafened ear
Is by the tones of a love voice caress'd:
A bolt is shot back somewhere in our breast,
And a lost pulse of feeling stirs again;
The eye sinks inward, and the heart lies plain
And what we mean we say, and what we would we know.
A man becomes aware of his life's flow,
And hears its winding murmur, and he sees
The meadows where it glides, the sun, the breeze;
And then he thinks he knows
The hills where his life rose,
And the sea where it goes.

MARGARET AND ELIZABETH.

BY KATHERINE SAUNDERS,
AUTHOR OF "GIDDEON'S ROCK."

The most dreaded of these was his cousin, Will Holder, or, as he was more often called, Ranting Will, the life and soul of the crew when aboard, and the ringleader of many a drunken brawl ashore. To hear him "spout Shakespeare" with his own improvements was a favorite pastime of the crew of the "Lovely Nancy." Some declared him a genius, and said he would make a great actor; but Will was so fond of taking intentionally the proverbial step from the sublime to the ridiculous, that it was impossible for any of his admirers to persuade him to go through a single recitation seriously. He was a tall, wiry, strongly-framed man, with a plain face that had been scorched and scarred till it was almost hideous but for Will's honest, good humored eyes, which seemed to declare him as well-meaning and kindly as he was 'cute, noisy, and irrepressible. There was never any knowing whether his mood would continue the same for two moments together. He would keep a ring of faces aghast and open-mouthed at the almost diabolical energy with which he rendered some of the most famous of Shakespeare's speeches; and, when he had wrought them to the highest pitch of excitement, convulse them with laughter in an instant by some gesture or absurd change of text, as irresistible as it was sudden.

It was from no dislike towards Will that Hector Browne felt uneasy at having him as a guest at his wedding. Indeed, he thought to himself, as he watched Will's precipitate landing, that, were he going to marry any other woman than Margaret Dawson, it would be one of the chief pleasures of the day to have Will at the dinner and the dance.

But it was Margaret Dawson whom Hector was going to marry; and Margaret was, in Hector's opinion, the purest, most refined, and delicate minded of mortal women.

No wonder if his heart failed him when he was met on his way to the Blue Jacket by Will Holder and his friends. Margaret, sitting in her white dress at her little window, saw them approaching, and grew cold and sick at the sight.

The uproar which the guests from the Lovely Nancy made in Rope Walk (as the fishermen's end of the beach was called) soon caused the bridegroom's party to be enlarged in a manner he had little expected or desired. Slipshod girls with screaming babies, troops of ragged urchins, yelling critical remarks to one another above the din they made with tin kettles, old watering cans, and oyster-shell castinets, added considerably to the liveliness of the procession as it entered the narrow streets of the town. It was followed up by grinning elders, hobbling along on sticks and crutches, and headed, of course, by Ranting Will, who walked backwards, so as to face the bridegroom and procession, which he addressed in the words of Mac-

beth, Hamlet, or Richard III., just as memory might best happen to serve him. Will took care that his address should not fall flat for want of dramatic gesticulation; and he refreshed his hearers by occasionally introducing into his quotations personal allusions to different members of the procession, which, however embarrassing to them, were immensely relished by the crowd in general.

Hector, after a few vehement entreaties and threats, was fain to submit to Will's pilotage with as good grace as he could. Indeed, without an actual riot, he could not help himself, each arm being drawn through that of an affectionate shipmate, who upheld and cheered him as if he were being led to execution, and were likely to die of fatigue and fright on the road.

In this manner they arrived at the Blue Jacket, a long, low-built house, facing the dirtiest part of the harbor.

Margaret, with a sort of stony courage and determination, went down stairs, fearing to delay, lest, when the time came when she must do so, she should not have strength to stand. Will threw himself into an attitude, and exclaimed, "Angels and ministers of grace!"

Hector rose, almost trembling.

Elizabeth pictured to herself, from the girl's disjointed description, the vision that Hector had seen entering, so white, so coldly beautiful, that some of the most superstitious of the sailors must have half believed it was the bride's ghost who had come down to them instead of the bride herself.

How plainly Elizabeth could see her! Her face white, her dress white; her sweet hazel eyes and brown hair the only color about her.

She went straight to Hector, trying to smile as she held out her hand. Then, to his great surprise, she went and gave her hand, as cold as snow, to each of his shipmates, enduring, without a blush, the half-stupid stare of admiration and wonder with which they regarded her. Hector led her to a bench and brought her cake and wine from the table. Margaret smiled and shook her head.

"Do, brave heart," pleaded Hector; "you've not broken your fast this day, they tell me. Take this morsel, Margaret, for the sake of one who sees and understands what you are bearing for him."

She took the bit from his fingers; tears sprang to her eye. She looked at him; her white lips murmured:

"No, no; God alone knows all. God be with us."

Hector put his arm around her and held the wine to her lips—an act which the company considered natural enough, and which encouraged them to finish their own glasses.

Margaret drank the wine and ate the cake, and Hector was rewarded by seeing a little color on her cheeks, which deepened as she said:

"Thank you for feeling for me, Hector. They have a little spoiled me at the Chace, and I feel all this quite strange; but you are so kind and considerate, I must indeed be selfish if I cannot keep down all such silly feelings for your sake."

"Bless thy brave heart, Maggie!" were the only words Hector could say.

Now was formed another procession, more motly and more noisy than the first. But Margaret was very patient, courageous through all—through the marriage service itself, in spite of the ring slipping three times from Hector's nervous fingers (an incident which made the bridesmaids look serious and the old women purse their lips and shake their heads at one another), in spite of a coffin and mourners meeting them as they came out of church; in spite of a few rattling drops of rain descending on the hats and on the white bonnets—through these and other ill omens the bride remained the quietest and most cheerful of the party.

The dinner-benches reached from end to end of the long parlor at the Blue Jacket, and it was pleasant to see the stout bridesmaids, with red arms bared to the elbow, bringing in the smoking dishes, and blushing refusing the assistance of their gallant guests, who, scarcely yet wound up to the occasion, sat looking rather helpless, with their brown hands on their white ducks.

But the dinner did away with all strangeness. Who could feel strange amidst such a clatter of knives and forks—such weak refusals to take a little more, and such hearty, persistent pressing to eat and drink on—amid speeches which declared everybody at table the best fellow on the face of the earth, and modest cries of "Shame, mate! I'm ashamed on you!" from the individual whose virtues the orator was holding up for the edification of the company—amidst the vehement hand-shaking across the table, and round the table, and under the table, who would feel strange in such a scene? Certainly not the gentlemen from the Lovely Nancy.

Thicker grew the air in the low, narrow room, louder the noise, coarser the jokes, wilder the laughter; and there, in her seat at the centre of the table, paler grew the bride.

The bridegroom drank with his mates, and grew more elated every hour.

The garden was prepared for dancing, the musicians arrived and their merry strains set uncertain feet spinning and sliding, and floundering, and put an end to what little soberness was left.

Hector led out his bride first, and then she danced with Will, and then with others, till her cheeks burned and she trembled all over; and was led away again by Hector, who thought by her color and the brightness of her eyes she was enjoying herself.

The dancers, few of whom were sober, danced in the burning sun till they were half mad with thirst, and then rushed back to the parlor and the grog, dragging Hector and the trembling and now half hysterical bride with them.

Patiently she sat down in her place, and patiently bowed her head, and tried to smile as Hector whispered her that it would soon be over.

And now, good-bye to politeness, complimentary speeches, moderation; good-bye, in fact, to all enjoyment—to every thing save drink, smoke, oaths, quarrels, falling over of benches and chairs, shuffling of heavy feet, and dealing of drunken blows.

In vain Dawson remonstrated and Hector threatened; more and more frightful grew the uproar, the din, and blasphemy.

Hector made several endeavors to get away with Margaret; but Dawson warned him the whole lot would follow him through the streets if he attempted to "break up the feast" before sunset.

Presently there was a scuffling at the door out of which the sailors appeared to be thrusting some intruder.

Suddenly they changed their minds and dragged him in right to the table opposite the bride, who started to see it was the coachman of Mrs. Kennedy, of the Chace.

He had come to say his mistress was waiting in her carriage in the road by the west lodge, and desired the bride to come to her and receive a wedding present she wished to make her.

At first the company had been indignant, especially as the lady's command was for Margaret to go to her alone; but on second thoughts they decided that Margaret should go and receive her present on condition that she gave the gentlemen of the Lovely Nancy enough to carry on their drinking bout till morning; or, in their own words, "to make a night of it."

"Promise, promise!" whispered Hector. "Anything to get away."

Margaret's white lips made a feint of repeating the horrible oath dictated to her by Ranting Will, whose spirits were now almost diabolical.

Then she was allowed to escape, and the coachman, after having been forced to drink the health of the company, and also that of the Lovely Nancy, was allowed to follow her.

A long, narrow lane led from the garden of the Blue Jacket to the high road, a quarter of a mile of which Margaret and her ill-treated companion had to traverse ere they could reach the entrance to the Chace by the west lodge.

For some time the poor girl felt like one just escaped from a mad-house, and even kept glancing fearfully behind her, as if in dread of being pursued.

But the freshening air and the sense of the day's worst horrors being over (for Hector had whispered her that she was to go back to the wedding feast no more, but straight to his home, where he would be awaiting her coming), at last soothed and quieted Margaret's excited, over-wrought heart; and she kept murmuring thanks to Heaven for her escape as she hurried along.

And now that she could think quietly of it she was inexpressibly comforted by the idea of her old mistress and friend thus forgiving and remembering her after Margaret must have seemed so willful and ungrateful by her sudden and inexplicable leaving.

Oh! what a sweet, cool, pure Eden seemed the Chace, as Margaret entered it, after the den of lunatics she had escaped from.

And there stood her dear lady's carriage, by the first clump of oaks.

The girl ran towards it, repressing a little cry of love and pleasure.

She put her hand on the door, and her eyes were so full of tears as she looked in that it was not until she had drawn her hand across them that she perceived the carriage was empty.

She looked around her, surprised and bewildered, and met the gaze of a fair, handsome face, from which she started as if its owner had risen from the dead.

"Captain Kennedy!" murmured Margaret.

Now came the bitterest moments the girl's strange life had ever brought her.

He had forced upon her this meeting, he said, not to reproach her with reflections on her unnatural treatment of him, or on her having showed how she valued his love and

his vows that he would marry no other woman but herself—he had only come to show her how a gentleman and a soldier kept his word to the woman he loved.

He took from his pocket a paper folded like a lawyer's brief, opened it out, and said, with a terrible smile:

"Do you know what that means?"

She gazed for one instant, as if spell-bound, and with her eyes expanding and brightening unnaturally—while she saw what her instinct had divined, a special license for her marriage to Charles Bryce Kennedy—then a cry, almost a shriek, of intensest anguish burst from her. The bitterness of the mistake she had made, the suppressed panic that had been increasing upon her all day, the strength of her old love—all overcame her at once; and casting one wild glance back toward the scene so full of horror to her, she turned to him with clasped hands, and crying:

"Save me! save me!" fell before his feet, as unconscious as if the shock had been her death blow.

Suddenly as her fainting fit had followed her wild words, it must have been that she had had just time to experience a thrill of fear as to how they might be taken or mistaken.

That they had been mistaken—terribly mistaken—she knew when she recovered consciousness, and found herself in Kennedy's carriage miles away from Wrexham.

At this point of her story, Margaret wrung Elizabeth's good heart by her vivid painting of a scene such as could but take place between two noble, generous, and tender natures, trembling on the double abyss of a great sorrow and a great sin. It ended in such a farewell, so full of tender respect on both sides, as made the widow's blue eyes stream to hear of, and made her draw the girl to her heart a hundred times before she could let her go on with her story.

When Kennedy left her, Margaret had full time to get back to the Blue Jacket before suspicion should be excited by her absence.

Their parting had taken place at a dreary little fishing village, and from this Margaret knew her way along the sands straight to some back streets of Wrexham.

Elizabeth pressed her hand with joy as Margaret described the peace with which she hastened towards the scene she had so hated, and hated still, but regarded as heaven to what she had escaped from.

But when Margaret told her what she felt—time being then everything to her—at finding, a mile along the sands, that further passage was impossible, that she must go back all the way she had come, and then set out upon a road by which she could not hope to reach Wrexham till past midnight—when Margaret told her this, Elizabeth held her breath with fear.

The lights of Wrexham town were out, except those of some of the public-houses, when Margaret entered the high street.

All was quiet; she scarcely heard a sound except the breaking of the sea at the end of the street.

She glided along, feeling as if she had been dead and buried, and that the sight of her must startle every living thing she met.

As she was passing a narrow court that led from the back of the row of houses adjoining the Blue Jacket, a burst of drunken laughter and singing greeted her and made her shrink back.

She could not find courage to cross the entrance of the court lest the party should burst out upon her before she could reach any place of shelter. As she hesitated, she recognized with horror Ranting Will's voice, and knew then that it was her own bridal party only then coming away from her father's house.

She heard her own name uttered with abuse and oaths that made her blood run cold.

The building against which she leant, pale and trembling from head to foot, was the old school, with its deep and curious doorway, which Margaret when a child at her lessons there had often seen artists sketching from the windows of the opposite inn.

Into this doorway she had hardly time to creep and crouch and cower in the shade, when the noisy wedding guests emerged from the court.

"Come, mates, no more of her, an' thou lovest me," Will was shouting. "I never liked her mawkish face, not I," and he sang in his hoarse, thick voice as he passed close by where Margaret crouched.

As the last of the reeling, swaying figures passed the porch, the poor bride rushed out and ran like a wild thing to the end of the street, where lay the dark white-rimmed sea.

As she stole past the black cottages of the fishermen she could still hear the hoarse voices singing the chorus of Will's song.

There was a light in the only window of Thrift Cottage that faced Margaret as she ascended the steep path of the cliff.

Faint and panting she struggled towards it, as if it were her only gleam of hope in the world.

Once she paused; her head grew dizzy, great fear came upon her, and she thought she must turn back and fly, but

there seemed as she raised her eyes something almost kindly in the glimmer of the solitary little light and all behind her looked so vast, so black, so dreary, and cold, and pitiless. The very sea, in its solemn warning voice, seemed to cry to her, "On! on!"

And on, on, the poor thing struggled, till, more dead than alive, she fell upon her knees on the doorstep of Hector Browne's home.

At first, she thought she must swoon or die before she could knock; but, suddenly, a voice met her ear, and held every sense in fixed and shuddering attention, in spite of her weakness and exhaustion.

The door was not quite closed; and by the light within the bride could see the bright neatness of the home that had been prepared for her by rough but loving hands; and her own hands were pressed against her heart, that reproached her passionately now for her black ingratitude.

The voice that seemed to stiffen Margaret's drooping figure and turn it to stone was an aged and weak voice, full of misery, and an indescribable terror that Margaret did not understand, but that, nevertheless, seized upon her like a hand of ice.

"Oh, Hector! Hector!" it cried. "Speak to me!—speak, Hector!"

Then Margaret heard a heavy, dull tread about the room, hither and thither, as if some one sought for things at different parts of it.

Now she heard a key turned; now a drawer or cupboard opened, and then shut again.

"Oh, my son! my son!" wailed the voice; "would you break my heart?"

The bride shuddered and cowered down among the thrift lower and lower.

"Lay that in the han' kerchief," said another voice which was at once familiar and strange to Margaret, who drew yet farther back against the wall at its sound, so harsh, deep, and sepulchral.

She heard steps tottering across the room, as if in obedience to the command given; but it was evidently with great unwillingness, for she heard a sorrowful sigh at the same time.

"I have done that, Hector. Is there anything more I can get you?"

"Yes, I want the money I gave you to put by for yourself; get it."

TO BE CONTINUED.

RECEIVING NEW YEARS' CALLS.

OF all the torments ever invented on this mundane sphere, I think there is nothing to equal the exquisite torture that one has to undergo while standing for twelve mortal hours or more to receive *New Year's calls*.

'Tis well that it only happens once a year. My *pater familias*, occupying an official position, the same good fortune blessed us with 500 friends more or less, hence it was considered necessary that I should do duty in the way of keeping open house for their entertainment.

At 10 o'clock precisely, on that memorable day, the bell rang, and who should come in but Mr. Adolphus Sleek. "A—a—a happy new year to you," standing five yards off from me, and twitching a shoe brush of a mustache, every which way. "I wish you the same," says I. "I—I—I—guess it's going to rain." (bright idea) says he. "I think so," says I, (equally bright). Then there was an agonizing pause of some minutes, he twitching his mustache all the time, as if he expected to wrench some ideas out of it, but it was no use; finally, fearing that he might deprive himself of that ornamental appendage, and lay the blame at my door, I offered him some wine and cake, with the faint hope that it might be the means of unlocking his brain, which from its size, I supposed contained something. Vain hope! After picking at his shoe-brush for five minutes or so, he arose with "I—I—I—think I had better go." I thought so too, and fervently wished him "God speed;" and prayed, if an idea should ever strike his cranium that it might not kill him.

My next caller was Mr. Ludwigh-von-Spiegle (which means looking glass in French), he went through the usual salutations, and after exhausting the weather, came near doing what was more serious, exhausting my refreshments; oh, horrors! how that man ever contrived to swallow all he did was a mystery to me; there was no end to his voracious appetite, everything seemed to disappear like lightning; you can imagine my feelings when I tell you that our larder could not supply two regiments, and it being New Year's Day, it could not be replenished for love or money, and he only the second caller, what under the sun should I do if the next half dozen should happen to have such an "immense inner man." I breathed a sigh of relief when he made his exit, and one for his landlady, for truly I would rather board him a week than a month. My next was of the La-Belle-France persuasion; he spoke some kind of jargon to me, which any one who did not understand it would call *chink*, but which he called French. I came near bobbing my head off trying to make him believe I understood every word he said (it was all Greek to me), I was relieved when Mr. Charles Augustus Spriggins was announced, he remained about fifteen minutes, wagging his tongue all the time, like the tail of a petted poodle, he is one of those men who is never apt to die of brain fever, for the simple reason that he could never have enough to get up a fever. My next was a plague, he has always been afflicted

with "conceit on the brain," I was obliged to ask him if he was prospecting for oil wells, he wanted to know why. I replied, he seemed to be such a good borer, that finished him.

Next in order came Mr. Theophilus Smith, an illegal member of the legal fraternity; if he paid as much attention to the cultivation of the inside of his head as he does to the outside, 'twould be to his advantage. Then followed a gent I style *Spokshere*, as he always gives me a large dose of that immortal bard. I never hail his presence with delight; I like Shakespeare in the original but don't care to have him flung at my head from a spout. The next sported a suit of Uncle Sam's, I cannot conceive how he ever obtained it, for he'd fly from a mosquito. After him came Apollo Belvidere Jones, a gentleman noted for his very light heels and equally light brains; and then a Mr. Simpson Mildman, an innocent, goodish sort of a man, who don't believe in corporal punishment, and no wonder, he is blessed with a better half to whom Trantippe (Dear Mr. Editor, wasn't that her name? that horrible shrew) could'n't hold a candle.

Thus did I pass New Year's day, and never did mortal atone for sins committed and non-committed, as I did on that day. I do not think I could survive another such; as soon as women are allowed to vote, I shall be the first to advise the abolishment of that plague of all plagues, keeping open house New Year's day.

H. R. P., 11th Ward.

FOR OUR GIRLS.

I TAKE it for granted, girls, that we all want to do something worth while, in 1875. There is not one of us who, reading some heroic life, or of some beautiful life that has been lived in the world, does not desire to be beautiful or heroic too. How shall we do it? How can we? Well, one way is to take hold of the hardest first. Now, Nellie is everything that one could wish in a young lady. She is sweet as a brier-rose, wilful, amiable, full of fun—but she has a fault that tries her mother every day of their two lives.

She is always late to breakfast. "Number Seven," her brothers say, as—just as her father is asking for his second cup of coffee; and the toast is cold; and Will, who goes to the institute, and likes to be a half hour early, is bundling off with his books—in lounges Nellie. The lateness is trial enough to neat and prompt Mrs. Clavering, but the lateness, let me tell you, is not all. As a rule, habitually tardy people are likewise habitually careless about other things. The spot on the apple works through. Nell never has time—rising so late—to more than bundle on her clothes. They look as though they had been thrown on her with a pitch-fork. Her collar is often soiled; the lace on her frill is torn; her bows are not fresh; her hair is up in crimping pins, so tight that she looks like a lady from the Fejee Islands. Knowing herself criticised and blamed for this want of prettiness in her looks, and for the waiting place at the table, that is never filled in time, her good-mornings are as crisp as hard-baked ginger snaps, and her forehead wears a frown which is far from lovely.

A girl, when she comes down first from her room, in the morning, she should look like a morning glory. She should be so bright and so piquant, so fresh and so fragrant, that every beholder should feel as though invisible bells were ringing to crystalline music, somewhere in the air close by. I have no patience with girls who don't want to look pretty. It is a girl's duty to be beautiful. Cold water, hair brush, a clean dress, and a good temper will make every girl beautiful, when she is sweet sixteen, eighteen, or twenty. A girl does not need costly finery. Could she only be made to see it, it is her right and privilege to look her best, at a very small expense.

Somebody may say—this talk about early rising isn't very new or original. Possibly not, my dear, but you know, and I know that, as Luciarion Grapp used to say—it's a stump, to nine out of ten of us. In summer mornings, when the sun shines in invitingly, and the birds sing, it is not so very hard; but in winter, when the snows lie outside, and the frost is like lacework on the pane, one's bed and the tucked up rose-blankets are very agreeable. A little thing, and not new or original, but the cause of much fault-finding in many houses, and Nellie, if she would correct it by resolute self-conquest, would make herself and the whole family happier.

Find out what is your hardest end, and take hold of that. If you hate to darn the stockings, don't put it off till you're wearing your last whole pair. If you would rather fly, as you say, than mend gloves, mend every rip the instant you see it. If boys are your aversion, set yourself to entertaining brother Frank and his friends. If you have no fancy for housework, and it is right that you should help with it, see if you cannot discover an interest in the chemical affinities that exist between flour and yeast.

The new year is a new blank book. Do not let it have one unwritten page. Make it your rule to put something on every line.—*Schoolday Journal*.

New York School Journal

AND
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The columns of this paper are always open to all educational writers for the discussion of any live subject pertaining to the cause of Education. We invite contributions from the pens of Teachers, Principals, Professors; all contributions to be subject to editorial approval. Our friends are requested to send us marked copies of all local papers containing school news or articles on educational subjects.

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Office, 89 LIBERTY STREET, NEW YORK.

THE JOURNAL, with its new type and with its illustrations has received many words of honest praise. We shall go forward with the determination to make this the leading educational newspaper, something that teachers cannot in justice to themselves do without. We now want every teacher to subscribe at once so as to have the whole of the new volume. Do not wait to be urged to do this. Have professional pride and enthusiasm, and have a part in the great movement now begun to elevate the teacher's calling.

We are glad to say that the teachers of Brooklyn are subscribing to the JOURNAL. We have opened an office at No. 340 Fulton Street, in that city, where Mrs. Morris will be happy to receive the names of those wishing to become readers of a paper so valuable to the profession as ours is. *We here ask with earnestness every Brooklyn teacher to send us news items, notices of receptions and everything of interest to teachers and to call upon us at our New York office; they will receive a hearty welcome.*

We need not invite attention to the interesting account of the retirement of Miss Goldey; it will commend itself to the numerous lady teachers of our city. May we not, however, express our cordial wish that each and all will have as endeared a number of friends as Miss White and Miss Goldey had, to surround them and say "well done, good and faithful servant," when they too shall cease to labor.

THE second of two valuable papers on questioning by Prof. J. H. Hoose, principal of the New York State Normal School at Cortland, appear in this week's JOURNAL. We invite the attention of thoughtful teachers to this exhaustive statement of the subject. Questioning is an instrument every teacher uses, but few know its capabilities, and above all that there is a science in its employment; it is used generally at hap-hazard. The closing article appears next week.

THE *New England Journal* of education has come to hand, and we give it a hearty welcome. It is published weekly at \$3.00 per annum, in Boston. We believe that it will find many friends. We shall miss the *Massachusetts Teacher* most of all, for it gave us able articles; articles with pith and point. Extending the cordial hand we, in our seventh year, say to our young sister at the "Hub" "welcome, thrice welcome."

THE article on Compulsory Education by Mr. Hawkins in our last, will be read by all who have followed the discussion that has sprung up on this subject, so new to most Americans. There are at present three parties in the field. One which sees that our system of public instruction fails from the fact that so large a number of children never enter the wide open doors of our free schools; they are its advocates of course. A second are waiting to see what is the result of the present law? If it works well they will advocate it; they are half minded to do so now. A third are opposed to it because they think the power of the teacher should be sufficient to reach those who are not on their rolls if he would only exert it. Besides this there are some who see defects in the law and will not heartily unite with its friends on that account. They, instead of seeing the valuable points in the laws see only its spots. Or they see only Mr. Hawkins; this is quite unworthy of their outlay of time and strength. The whole press of New York has pronounced in its favor, and it may be considered a fixed fact. Those who do not know how to carry out the law will learn.

THE many friends of that veteran friend of education, Hon. S. S. Randall, so long Superintendent of Schools in this city will thank us for the portrait we gave in our last. It is a high personal pleasure to us as we have enjoyed his friendship for many years. May he long be spared to see this great city build its schools nobler and broader year by year.

Mr. Calkins, Assistant Superintendent of Schools, has our cordial thanks for his article on "Improved methods of Education," which appeared in our last. It is a subject of which much is said now-a-days, and we are glad to lay before our readers the views of so good an authority.

THE address of Miss Delia A. Lathrop at the Indiana State Teachers' Association is presented in this number, and is well worthy of a careful perusal. That of President Hoss, (Indiana University), will appear next week.

AMONG THE EVENING SCHOOLS.

GRAMMAR SCHOOL No. 32.

THERE is no better test of a teacher's power than is offered by the pupils that attend the evening school. They present a sturdy resistance to many who succeed well with their scholars of the day school. For they are drawn from all quarters; they are employed during the day and are weary of confinement; they are almost wholly their own masters, and rebel against restraint. Against these opposing obstacles Dr. Samuel Ayers has combated with success. He has done far more than attain an admirable order; he has by indefatigable labor, a tenacious interest, and by personal magnetism infused a spirit of real work into the seven hundred boys who gather nightly with him here. The neighborhood is not one that will furnish many incentives; the carpet factories, lumber shops and plaster mills have turned out a set of young fellows who have prided themselves on the muscular strength they possessed, and so this principal is to be congratulated that his pupils have settled down to the drudgery of learning reading and writing with steadiness of purpose. He is assisted by twenty-two teachers—the general assistant being a bright young man with decided business ways—Mr. T. S. Van Cott. The drawing classes here are quite large, and evoke talent no one would suppose to exist. Mr. Heinmüller is undoubtedly a genuine artist himself, for the crayon drawings done by his pupils evince both taste and skill.

The three adult classes number about one hundred, and here were men of thirty to fifty years of age striving to manage the pen or trying to learn to read. The class in Book-keeping is under the direction of Mr. C. E. Cady, and good specimens of penmanship as well as of orderly accounts are to be found in his room. Having heard this school commended for its industry and order, we visited each class and found it worthy of its reputation.

The building is fine; the inside is like the one in 28th street; both the work of Nelson J. Waterbury. The upper room is quite imposing. The chairman of the Trustees, Mr. Dr. T. D. Ranney has, on his round of duty, been here six times; Mr. Thomas J. Hall, five times; and Inspector Littlefield once. Supt. John Jasper has been here once.

PRIMARY SCHOOL No. 22.

THIS school is located in Ninth street, in the 17th Ward. The pupils were at their daily recess when we called, and we could only stay to see them begin to gather in their various rooms. Mrs. Emily M. Greenwood, the vice-principal, was in charge, and Miss Walker acting as first assistant. We were favorably impressed by our brief inspection.

GRAMMAR SCHOOL No. 23.

THE principal, Mr. Hugh P. O'Neil, has planned out a system of medals which he bestows on the most deserving each six months. This plan creates a great deal of enthusiasm, and promotes regular attendance and good order. One lad of eleven was called up who had taken a medal five times; he possessed an astonishing memory, recalling minute facts from a cursory reading. Another lad was pointed out who had supported himself and his brother by his work, and at the same time attended school with regularity. Think of this, ye pampered ones!

GRAMMAR SCHOOL No. 44.

THIS building is on the corner of North Moore and Varick streets, and is a very large structure, there being about 40 teachers. At its head is Mr. Samuel Morehouse, an able and genial man. The main room is large, and is used as a recitation room for three classes at the same time. There are serious inconveniences arising from such a method, but there is no other way until a partition is erected; and, that by the present construction of the rooms, seems to be impracticable. The girls' department is presided over by Miss Ebbetts, a practical and exact disciplinarian, who, by her watchfulness and care, maintains good order; she is assisted by ten teachers. While here, Trustee Hugh King came in; he always seems to bring with him a smile of encouragement and satisfaction, so that teachers and scholars alike are glad at his entrance.

GRAMMAR SCHOOL No. 13.

AFTER the exercises of the dedication, described in our last JOURNAL, were concluded, the audience passed into the girls' department under the charge of Miss Annie M. Hazard. The reception given to the visitors was very pleasing, and produced a favorable impression. The primary department, under Miss Haggerty's management, received us with a variety of novel exercises that held our attention and gave us much pleasure.

Mr. H. C. Litchfield, the principal, by the thorough preparation of his department for the exercises of the morning, is entitled to the thanks of all present. He is evidently managing his school in a superior manner.

But into the wet streets, under the pouring sky, one must come; and leave the memorable spot.

MY HAPPY BOYHOOD.

DOES it ever seem to you that you were once as free from care as this tenant of the fence? Turn back the swift-flying years, oh, reader; grow again ye sweet-smelling fields of clover; come again, good dog Rover, and let us wander as of yore by the stream. Then nights of perfect rest, with rain pattering on the roof. Then standing again in the spelling-class at school, and, dreadful catastrophe! missing the word *receipt*. And, what seems so wonderful to you, to sit again on your mother's lap, you dream again of the splendid things you are to do when you become a man. Would you not, if you could, be

"A child again, just for to-night."

NEW YORK CITY SCHOOL TEACHERS' ASSOCIATION.

THE Executive Committee of the School Teachers' Association met at Grammar School No. 26, in Thirtieth street, at 4 o'clock on Friday last.

In the absence of Mr. P. G. Duffy, the Chairman of the Committee, Mr. Abner B. Holly, was called to the chair. Mr. George M. Mitchell moved that the editor of the NEW YORK SCHOOL JOURNAL be invited to address the committee in behalf of the interests of that paper. Mr. Kellogg there, upon expressed the desire of the editors for the hearty co-operation of the teachers in the enterprise of publishing a journal worthy of the great metropolis; that the enlargement involved a greater expense, and, therefore, it was essential that a larger number should subscribe this year than last; that the design was to furnish fuller reports of the Board of Education, and to furnish the paper promptly on each Friday.

Mr. Mitchell then read the report of the committee appointed to draw up an address to the teachers.

After some discussion it was decided to adopt the address, but it was left in the hands of the committee for to be examined and perfected.

On motion of Mr. Elgas it was decided to print 3,000 copies of the report.

Several bills were then audited.

On motion of Mr. Olney it was resolved to print the tickets of membership for 1875. Some discussion arose as to whether duplicate tickets should be furnished to those who should lose them without cost. Mr. Olney favored this plan, but being the only one, the tickets are to have the same clause on them as last year.

BOARD OF EDUCATION.

The Board met at 4 o'clock on Wednesday afternoon. The clerk called the Board to order and proceeded to call the roll, and the following members answered to their names:

Commissioners Neilson, Baker, Beardslee, Dowd, Farr, Fuller, Halsted, Herring, Jenkins, Klamroth, Lewis, Man, Matthewson, Patterson, Townsend, Traud, West, Westmore and Vermilye.

Absent—Commissioners Seligman and Kelly.

Commissioner Baker moved that Commissioner Dowd be chosen as chairman, which was carried.

Commissioner Dowd said that the officers all went out on the expiration of the past year, and that it was proper to elect officers for the present year.

Commissioner Townsend moved that the Board go into the election of a President, which was carried.

The Chairman appointed as tellers Commissioners Baker and Matthewson. On counting the ballots Commissioner Neilson was found to have received sixteen votes, Commissioner Halsted one vote—two blanks.

The Chairman then announced that Commissioner Neilson was duly elected as President for the succeeding year, and appointed Commissioners Wetmore and Patterson to conduct him to the chair.

Upon taking the chair the President proceeded to deliver the following address:

PRESIDENT NEILSON'S ADDRESS.

Gentlemen of the Board of Education:

While thanking you for the renewed expression of your confidence and regard, it affords me pleasure to congratulate you on the increased popularity and prosperity of our schools.

The average attendance which in 1873 was 100,615
Was in 1874 108,550
Showing an increase of 1874, including 23d and 26th Wards, of 7,935
Deducting the attendance of those two wards 4,130
We have an increased average attendance in the city, exclusive of the annexed district, 3,805

The number of schools and departments now under the direct jurisdiction of the Board is 261; besides which, there are several corporate schools which receive for their support a provision from the school money.

During the last year one school, Primary No. 38, in Cedar street, and one department, Female Grammar School No. 15, have been discontinued, and six new schools have been opened, viz.: one each in the 3d, 12th, 13th and 19th Wards, and two in the 17th Ward—all primary schools. The one in the 13th Ward and that in the 19th Ward being branches of primary departments of grammar schools.

The policy of closing schools in districts where, from diminished population, they are no longer needed, should be adhered to as a proper measure of economy in the administration of our trust.

Three additional sites for school buildings have, during the year, been purchased in the 19th, 22d and 23d Wards. During the past year, three new school buildings have been commenced and all proceeding to completion, viz.: one for Primary School No. 9, on First street, in the 17th Ward; one for a Grammar School, on 128th street, in the 12th Ward, and the other for a Grammar School, on 54th street, in the 22d Ward.

The cost of the school system for the year 1874, was inclusive of the support of the Eighth district, \$3,769,000. The amount allowed by the Board of Estimate and Apportionment was \$3,752,000. To this was added \$166,000 for the support of the schools in the new districts. Total, \$3,918,500. From this sum the Board of Education voluntarily relinquishes \$150,000.

At the appointed time, the Board of Education sent to the Board of Estimate and Apportionment an estimate of \$3,683,000 for the support of the schools. This Board was alive to the necessity of keeping the expenses of the schools at the lowest cost, and have them properly conducted. The high rate of taxation admonished every officer to be frugal and cautious, and the minimum figure was sent at which it was estimated the schools could be carried on for the year.

The Board of Estimate deducted \$100,000 from the amount for general purposes, the amount estimated for teachers' salaries being allowed. It will be necessary for us to weigh well the appropriation of every dollar, using our best judgment in the disposition of the means so as to accomplish the most desirable results with the least possible outlay.

We shall earnestly call on teachers and trustees to exercise vigilant economy. As there are 261 schools and departments, if an average of \$1,000 is saved in each it will aggregate \$261,000.

The Board have, in the past year, wisely resisted all applications to tear down substantial buildings in order to substitute others of a newer style.

To what extent beyond the simple elements the State should be required to educate her children is a question which this year will call for your serious consideration. Where exactly we shall draw the line between what shall be taught and what must be excluded deserve the most intelligent discrimination. Those who would refer to the early days of our public schools, and would set back the system to the old work must remember the world moves on.

That to some extent our scholars are required or induced to undertake too many studies at one time, and that they are compelled to give too severe application to their lessons I am inclined to believe. It may be that the instruction is not always as practical as it should be, and the pupil is hurried into studies for which he is unprepared. Our first duty is to provide plain and practical instruction to be imparted by teachers who understand the work, and who are experts in that which they undertake to teach. It is worthy of inquiry whether we are not teaching too much by rote, and whether the instruction would not be more efficient if there was a less variety in the text books.

Some of our schools should have all their departments consolidated into one school, with classes instead of departments.

The complaint is made that a principal to each department is not needed—that there should be but one in each building. I would recommend the experiment to be tried when a vacancy shall occur in the principalship of a primary department in a building exclusively occupied by one sex—that is the principal of the grammar department might be placed also over the primary department.

The Normal College shows a very gratifying increase in the number of its pupils. The changes made in its course of study have removed difficulties which existed; some further modifications in its arrangements will add to its prosperity, and make it conform to the purpose for which it was established.

I trust this year may be allowed to pass without any disturbance of teachers' salaries. It is generally conceded, that we are not paying too high salaries; and I would have this fact assured, that while faithful to their trust their salaries shall not be reduced.

This Board has resolved, that during the present month a superintendent and eight subordinate agents of truancy shall be appointed to carry out the provisions of this law. The action already taken has brought in many who have hitherto neglected to attend. We desire the aid of all benevolent citizens to urge parents to send their children, also to provide garments for those who may need them.

The nautical school is for the purpose of training pupils in the science and practice of navigation; it is not a reformatory institution. No one can enter unless he has evidence of antecedent good moral character.

The city has paid the judgment against the school building in the 24th Ward, and it should now be carefully examined, and, if possible made suitable for occupation.

The Board of Education have the full control of the public schools, and upon it rests the full responsibility. The acts of the Trustees are subject to revision by this Board and they are removable for cause. Under such rules as this Board may prescribe, the Trustees may appoint subordinate teachers; but this Board appoints the Principals and Vice-Principals; it has the sole power, and the local boards cannot dictate these appointments. In appointing Principals, we should take all the schools as part of one great system, and the one most entitled from seniority of service should be appointed.

Our opinions as to the policy to be pursued, and our appreciation of those who are employed to do the work, may widely differ. In advance, I ask from those whose views I may not be able to adopt, the same charity I shall cheerfully accord to them. I bespeak your support and forbearance, without which I shall be powerless to perform the functions of my office.

Commissioner West moved that the address be entered in full on the minutes, which was carried.

Commissioner Farr moved that the Board proceed to ballot for clerk, and the President appointed Commissioners Farr and Jenkins as tellers. On counting the votes Mr. Lawrence D. Kiernan was found to have received 15 votes—four blanks.

Commissioner Farr moved that the Board proceed to elect an auditor and superintendent of school buildings.

Commissioner Patterson said the present officers held their office as long as the Board chose to let them, and, therefore, there was no need to elect any one.

Commissioner Farr insisted that all officers must be elected, and said there was no question as to the duty of the Board.

The Chair then proceeded to ballot, Commissioners West and Matthewson as tellers.

On counting the ballot John Davenport was found to be elected Auditor, and Mr. David I. Stagg Superintendent of Buildings.

Commissioner Farr moved that the by-laws of last year be adopted, and that the papers, etc., in the hands of the committees of last year's Board be considered to be in the committees of this year. Adopted.

Also that minutes of last meeting be approved. Carried. Commissioner Man rose to a personal explanation. He did not agree with the Corporation Counsel in his conclusion that there was no means of redress for so monstrous a wrong, as the thrusting of the "Haskin School Building" on the city; to hold such an opinion would be a libel on the courts. He had concurred in the expediency of paying the mortgage in order to save the school property.

COMMUNICATION FROM TRUSTEES.

Alonzo Corr, 23d Ward, presented a communication relative to purchasing the Prospect street lots.

Trustee John Stevenson sent in his resignation. It was not accepted but put on the table.

The Trustees of the 24th Ward sent in a recommendation to discontinue Primary School No. 47. To Committee on By-Laws.

From the 19th Ward to have the principal's platform sheathed with black walnut. To Committee on Buildings.

From the 19th Ward sending in a bill for printing done for Hebrew Orphan Asylum. Finance.

From the 14th Ward for payment of Miss Mary A. McGill, a substitute teacher in Evening School No. 21. Evening School Committee.

From 5th Ward asking for pay for Samuel Morehouse for registering pupils in night school. To Evening Schools.

From 20th Ward nominating Miss G. Kiersted as Principal of Primary School 27, vice Miss Amanda M. House. To Teachers.

From same Ward asking for an additional teacher for Primary Department No. 48. Same reference.

COMMUNICATIONS FROM INSPECTORS.

The Inspectors of the Eighth District sent in their annual Report.

The President presented an opinion of the Supreme Court in the case of James Kediau against W. H. Neilson, etc. In this case it was decided that the Board of Education is not a department of the city government. On reading this opinion it was referred to the Committee on By-Laws, and ordered to be printed.

The case of Miss Murphy was also referred to the same committee.

A letter to the President was read from Judge Fancher as follows:

W. H. NEILSON, ESQ.—Ephraim Holbrook, who died some years ago, made a will, "giving to the Board of Trustees of Common Schools, of each of the several wards of the city of New York, in which there shall be a Ward School above the grade of Primary Schools, \$250 to buy books to establish or increase a suitable school library for each said Ward School."

The executors are E. C. Benedict and F. J. Betts. I am not aware of any schools or trustees of Ward Schools that come within the description of the bequest.

Yours truly,

E. L. FANCHER.

This was referred to the Committee on By-Laws.

A petition was sent in from Principal Wright, and the teachers and pupils of Male Evening School No. 42, desiring permission to procure a suitable room to hold closing exercises in. Referred to Committee on Schools.

Applicants for places as truant officers were received from Peter Jobs, Daniel B. Crane, F. B. Sparkes, S. S. Smith, A. Stewart, J. Brush, N. J. Mullanill, M. Will, J. McKenna, G. Forbes, J. Z. Bogart, R. Rockefeller, A. L. Hecker, G. Weeks, F. L. Wilmerding, S. Rothschild. Referred to Committee on By-Laws.

Resolution was adopted to raise the salary of Henry Lichtenhein to \$900.

Commissioner Dowd offered a resolution inquiring whether teachers can be legally suspended from duty without pay as a punishment for neglect of duty.

Also that no janitor should be employed unless vaccinated. Both referred to Committee on By-Laws.

Commissioner Baker offered a resolution looking towards the consolidation of Primary School No. 27 with the Grammar School, so that only one principal should be employed. Referred to Committee on Teachers.

The same Commissioner offered a resolution that the

Continued on 44th Page.

IMPRESSIONS OF EASTERN SCHOOLS.

BY SUPT. PICKARD.

DURING my stay in New York, Brooklyn, Boston, and Worcester, circumstances favored an every day view of their schools. Avoiding as far as possible any recognition, it was my privilege to see things as they appear to home visitors. In only one or two instances was any deviation made from the regular order of exercises for my benefit. Frequent conversations with teachers at recesses, at noon and in the evening, gave me a fair insight into the perplexities of their work. In the main, these were not at all new to me, so that I learned that the peculiarities of school children east of the Hudson are shared by those on the Lake Shore.

Each school in Boston has its special committee, upon whom devolves the work of examination and appointment of teachers. The examinations are infrequent and irregular. The committee meets at the school building whenever called together, and the master of the school may or may not meet with the committee. The superintendent knows nothing of the qualifications of teachers except as he observes them in his visits to the schools.

Each district committee has exclusive control of the management of the school, examining pupils and awarding certificates at the close of the Grammar School course, which entitle the holders to admission to the High School. These examinations are as various as the varying tastes and intelligence of the several committees. Annual elections and appointments are the custom, and a majority vote of "the school committee" (consisting of one hundred and twenty members) is necessary to the election of a master.

In New York, teachers are examined by the superintendent and two of his assistants at regular times in the presence of at least two "Inspectors." Armed with a certificate, good for six months only, the candidate presents herself to the "Ward Trustees," who appoint the teachers and control the affairs of the schools of their ward. The action of these trustees is subject to revision by the "Board of Education." At the end of the six months' probation the teacher's certificate may be exchanged for a permanent certificate, or it may be extended for another six months, or it may be revoked, as the superintendent and at least two "Inspectors" (not members of the Board of Education) may determine. The teacher holding a permanent certificate is in office during good behavior and is not subject to annual re-election. For principals, a special examination is necessary.

In all the cities visited, excepting possibly Worcester, local committees or trustees have the general control of the appointment of assistant teachers. The favor of such local officers is a thing to be desired, and the desire may be cherished wisely or unwisely in proportion as the teacher relies upon merit or upon friends. This relation of the teacher to the employer gives good opportunity for marked differences in different schools, which differences are plainly observable by one slightly familiar with school work.

In the relation of the teacher to the parent, there seemed to be nothing to which our teachers are not accustomed. Good social position and ordinary fair co-operation are observable.

In the relation of the teacher to the pupil, Worcester seemed most homelike and most like home. The schools of Boston seem to me to retain somewhat of the spirit which led to the selection of the term "master," as appropriate to the head of the school. I may have fallen upon unfortunate examples, but I certainly heard more threatening commands issued within a few days spent there than have fallen upon my ears in Chicago for a year past, and, as a most likely concomitant, the school room tones were not always as natural as would suit my taste. To this criticism there are, in my memory, many honorable exceptions.

During four days' stay in the New York schools where the most rigid discipline seems to prevail and the strictest attention is given to every movement of the teacher, I do not recall hearing a single reproof or threatening command. Unnatural tones of voice were very rarely heard.

This side remark may be omitted, but I cannot refrain from saying that corporal punishment is practiced in Boston and not in New York.

In supervision, New York is at one extreme and Boston at another. In the former city the teachers of primary grades have the immediate supervision of a principal; the teachers of the grammar grades, in the girl's department, of another principal, and the boys in the grammar grades are furnished with another principal—three principals in each building where all the grades are assembled. Each principal has also a vice-principal if the pupils in the department exceed three hundred and fifty in number for primary departments of schools, and two hundred and fifty for grammar departments. The assistant superintendents, of whom there are three for each department, make an annual examination of all classes. The general superintendent visits the schools

as often as his duties will permit. Trustees visit and supervise; inspectors are supposed to do the same, and members of the Board of Education may do the same. With principals, vice-principals, superintendent and assistant, trustees and inspectors, members of the Board of Education, there would seem to be no lack of supervision. In Boston, the master of each school and his local committee, are the immediate supervisors; and the superintendent exercises a general supervision, which, in so large a system, cannot be minute.

Brooklyn is between New York and Boston in extent of supervision, having a superintendent and an assistant, together with the principal of each school, and local committees of the Board of Education.

Worcester has a superintendent who is aided by the master of each school for a small part of his time.

With the multifarious supervision of New York, there comes almost necessarily a great deal of special legislation, and the regulations are quite minute and specific in character. Other cities do not vary much from our own in this regard, but I thought I could detect a little disposition in Boston to independence of regulations in some quarters.—*Chicago Teacher.*

VALUABLE ADVICE.

THE grand mistake that young men make, during the first ten years of their business and professional life, is in idly waiting for their chance. They seem to forget, or they do not know, that during those ten years they enjoy the only leisure they will ever have. After ten years, in the natural course of things, they will be absorbingly busy. There will then be no time for reading, culture and study. If they do not become thoroughly grounded in the principles and practical details of their profession during those years; if they do not store their minds with useful knowledge; if they do not pursue habits of reading and observation, and social intercourse, which result in culture, the question whether they will ever rise to occupy a place where there is room enough for them will be decided in the negative. The young physicians and young lawyers who sit idly in their offices, and smoke and lounge away the time "waiting for something to turn up," are by that course fastening themselves for life to the lower stratum, where their struggle for a bare livelihood is to be perpetual. The first ten years are golden years, that should be filled with systematic reading and observation. Everything that tends to professional and personal excellence should be an object of daily pursuit. To such men the doors of success open of themselves at last. Work seeks the best hands, as naturally as water runs down hill; and it never seeks the hands of a trifle, or of one whose only recommendation for work is that he needs it. Young men do not know very much any way, and the time always comes to those who become worthy, when they look back with wonder upon their early good opinion of their acquirements and themselves.

There is another point that ought not to be overlooked in the treatment of this subject. Young men look about them and see a great measure of worldly success awarded to men without principle. They see the trickster crowned with public honors, they see the swindler rolling in wealth, they see the sharp man, the overreaching man, the unprincipled man, the liar, the demagogue, the time-server, the trimmer, the scoundrel who cunningly manages, though constantly disobeying moral law and trampling upon social courtesy, to keep himself out of the clutches of the legal police, carrying off the prizes of wealth and place. All this is a demoralizing puzzle and a fearful temptation; and multitudes of young men are not strong enough to stand before it. They ought to understand that in this wicked world there is a great deal of room where there is integrity. Great trusts may be sought by scoundrels, but great trusts never seek them; and perfect integrity is at a premium even among scoundrels. There are some trusts that they will never confer on each other. There are occasions when they need the services of true men, and they do not find them in shoals and in the mud, but alone and in pure water.—*Scribner's Monthly.*

A SPELLING BEE.

HOW THEY CONDUCT IT IN THE CITY OF CLEVELAND.

ON Monday evening a regular old-fashioned spelling school was held at the Woodland Avenue Presbyterian Church. The first was held last week, by way of experiment, and the affair was so exceedingly enjoyable and satisfactory that it was determined to have another. Notwithstanding the extreme inclemency of the weather, there was a large attendance, embracing all classes, old and young. The "school" was conducted upon the same principle—barring the sleigh-riding and "sparking"—as in "the country," where, as is well known, the spelling school is one of the most cherished winter institutions.

Shortly before eight o'clock the "choosing sides" began,

a young lady and gentleman having volunteered to organize and lead the opposing forces through the wordy combat. All were urged to participate, but many "with one consent began to make excuses," and were as prolific in excuses as those told of in the Bible, who were invited to the marriage supper. A *Herald* reporter who had just dropped in to "see the fun" was pressed into the service, the managers declaring that no excuse would be accepted from him. A *Leader* chap who was present was similarly beset, but he firmly declared he wouldn't and that was "the end on't," and they were compelled to raise the siege and "let him off." He consented, however, to act as "referee."

At length, when the audience had been "pumped dry"—as the boss declared—it was found that 46, 23 on each side, were in line, eager for the fray. Among them was a leading minister—who enjoys the reputation of being one of the "crack" spellers of the neighborhood—a county official, a bank cashier, half a dozen school teachers, and many well known residents, of both sexes. A considerable number were pupils of the public schools, and some of these showed that they were "no slouches" at spelling either. On account of the mutations of school text-books—the spelling books in use when those who are now men and women went to school in pinafores and pantalets having long since gone out of date—and the differences of authority in orthography, it was agreed that, although words might not be spelled as in the book from which they were pronounced, if they were spelled as authorized in the dictionary, it should not count as a "miss." Here was where the referee got in his work. He was furnished with a copy of Webster's Unabridged, and to him and his big book all questions of this nature were referred for settlement.

All the preliminaries being arranged, "time" was called, and Mr. H. M. James, one of the city supervising principals, began to "give out" words from *Devolf's Speller*, the book used in our public schools. He went a couple of times along the lines with "easy" words of two syllables, as he said, to give the spellers a chance to recover from their embarrassment and "get their hands in." During the first fifteen minutes but two or three words were missed. Then Mr. James got down to business, and scanning page after page with his practised eye, he selected the more difficult words, and the slaughter became general. Whenever the fatal word "Next!" was pronounced, the person who had missed quietly slid out and took a seat among the spectators. Now and then a word would sweep down half a dozen in a row, leaving great gaps in the ranks. The survivors closed up the gaps, the second fifteen minutes witnessing the downfall of at least half of the combatants.

Those remaining had generally pretty well explored the mysteries of English orthography; and during the third quarter the casualties became less frequent. The master of ceremonies turned over leaf after leaf, keeping an eye for the "hard words," and one by one the spellers went down. The cashier stood fire nobly, but in an unguarded moment the word "vinegar" soured on him, and he went under. At length but ten remained, the "sides" being just equal—five on each, and both leaders still bravely holding their positions. Then the county official struck a snag and surrendered; two lads who had fought valiantly were swept away, and Mr. James betook himself in earnest to the work of searching out puzzlers. In fifty minutes from the opening of the engagement, but five remained—the lady "captain" with the clergy as her support, and the gentleman, flanked by the press representative, and a young lady who had thus far withstood every assault.

The feminine leader was the next victim, reducing the quintet to a quartet, on one side the minister being "left blooming alone." Warning up to his work, Mr. James became almost frantic in his zeal to hunt up hard words, but for several minutes the four were invulnerable. At this juncture he threw aside the book he had been using, and, with a sardonic smile upon his face, he went down unto his coat pocket and brought out the "blue-book." For some time vague hints had been thrown out about that *dernier resort*, and its appearance was the signal for enthusiastic applause, while the quartet exchanged significant glances, the interpretation of which was: "Now we are going to catch it." That "blue-book" isn't very large, but there's a good deal in it to be spelled. It contains a host of such words as "chalybeate," "phylactery," "erysipelas," "logarithmic," "pharmaceutical," etc., *ad infinitum*, to say nothing of orthographical monstrosities of all kinds, the whole compiled for just such occasions.

With a fiendish delight Mr. James hurled those polysyllabic thunderbolts at the little class standing before him. At length the young lady and the expounder of the Gospel both got inextricably entangled in the folds of an atrocious six-syllabled word, and only two were left. After successfully resisting the bombardment for a few minutes, the "other fellow"—not the pencil driver, who was bound to maintain the honor of the press—slipped up on a word about a foot long, but he didn't know it till afterward, as the principal's attention was at the instant directed elsewhere, and the error was not noticed by him. Then along came a little word of three syllables and finished both of them. Neither had ever seen or heard of the word before, and were obliged to "go it blind." They made wild and desperate efforts, but floundered hopelessly and gave up in despair.—*Cleveland (Ohio) Herald.*

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Continued from 41st Page.

Committee on Course of Studies should see if the primary and grammar courses of instruction can be consolidated. Referred to Committee on Course of Study.

The Committee on Supplies sent in a report as to the transactions of the Depository during the past year.

On motion of Mr. Beardslee it was ordered to be printed.

The Committee on By-Laws reported that the same number of committees should be appointed this year as last—viz: fourteen.

Commissioner Patterson said that he thought that as the Normal College was a heavy matter, and he thought that Committee ought to be strengthened. He thought there should be seven or nine members, in order to remove all frictions that existed in the college, of which there were many.

The Committee on Sites and on Building should be consolidated into one committee.

Commissioner Farr said that the Committee on the Normal College had managed its affairs well, so that it was now in a most flourishing condition; that everything had been harmonious; he hoped there would be no change.

Commissioner Klamroth expressed his thanks to Commissioner Patterson for wishing to save the Committee "friction." He thought "friction" was good, and Commissioner Patterson was welcome to give the Committee all the "friction" he pleased.

Commissioner Townsend said that he thought it would tend to economy not to consolidate the committees as referred to. In reference to the Normal College he was proud of it. He was on the Committee on the College, and he knew the examinations were better than at the Male College—so others said—he believed it too. As to the "friction," there was enough of that in 23d street as the chairman himself knew.

Commissioner Man said that a committee was not strengthened by numbers. He thought five better than seven. He said the "friction" referred to in respect to the Male College, simply arose because much detail fell upon it.

Commissioner Patterson said according to the statements of his brethren, the Committee on Normal College was a nice committee according to their own statements. Every thing they said went so harmonious! He thought the Committee on Sites was as good a committee as any other, and should be trusted as much.

The resolution to consolidate the Committee on Sites and to increase the Committee on Normal College, was lost.

The Committee on Teachers recommended the appointment of Miss Adaline G. Kelly as Principal of Public School No. 35, in 19th Ward. Adopted.

The same committee recommended the appointment of Julia A. E. Woods as an Assistant Teacher in Colored School No. 6. Adopted.

The Committee on Evening Schools recommended that Jas. G. Furey and L. C. Bukly be paid for five nights service. [NOTE.—They had worked for ten nights, and why should not the Board pay them for full time?]

The Committee on Sites recommended the purchase of five lots on north side of East 62d street, for the erection of a school building. Adopted.

The Committee on Finance recommended the purchase of two pianos for F. D. of G. S. No. 45, and P. D. of G. S. No. 47, at a cost not exceeding \$750, as the same should have been overlooked last year. Adopted.

After drawing the numbers designating that part of the city each should visit, the Board adjourned.

SECOND PAPER.

By J. H. HOOSE, PRINCIPAL OF THE STATE NORMAL SCHOOL, CORTLAND, NEW YORK.

QUESTIONING.

SOME WORDS RELATING TO THE ART OF QUESTIONING.

I. PRINCIPLES, Sciences, look towards subject (object) matter as such—they concentrate and preserve thought-products—they have no regard unto the ends, purposes, to be served by this matter—they may, or they may not, suppose Art in existence.

II. Art faces toward ends to be served, objects to be accomplished—it assumes knowledge of Principles, Sciences, and looks unto the objects to be effected by an application of those assumptions—it bodies forth the practical scope, value, substance of Principles—it envelopes, as with a well fitting mantle of Science, the various objects that stand as the objective points of this applying effort—it, hence, must adapt, fashion, those Principles assumed to the several forms, phases, conditions, states, in which those objective individuals present themselves to the master hand of Art.

III. Hence, Art possessor of Science, must apply itself to satisfy the diversified many that apply for seemingly habiliments must, from out of the Principles of Science, draw forth with such skill of practice, that each and every individual shall be comfortably satisfied as to needs under these given circumstances.

IV. Art, as an application of the Science of Questioning, regards emphatically each and every Learner—in the schoolroom it rests, of necessity, with the Instructor as master of the Art, as the adapter to circumstances, as the fashioner of fitness, as the skilled in satisfying, as the apportioner of good according to the needs, states, conditions, of each Learner.

V. By reason of constitutional differences, opportunities enjoyed, occasions improved or wasted, Learners present themselves to the Instructor in the schoolroom as: active—brilliant—persevering—plodding—dull—eccentric—careless—indolent—very indifferent—"set in his way"—with poor habits of study—with unfixed habits—too self assured—too desponding—easily discouraged—of average ability—very inquisitive—very incurious—inclined to habitual levity—given to sober-mindedness—with good habits of study well matured—with clear mind and expression—with cloudy forms of thought.

VI. Because of these many diversities among Learners there arise in the school room, looking towards the class, sundry necessities, special objects, unavoidable accidents, in the Art of Questioning, as for: reviewing, correcting, errors of fact and of statement; arousing the attention to activity; repressing the too sanguine and assured; testing the accuracy of possession of fact; encouraging the diffident; assisting to analyze the Fact; comprehending relations; directing to proceed to recitation on this given point; determining the Learner's habits of thought; agitating the emotional nature of the Learner; improving his manner of commanding language; "waking up mind."

VII. From the nature of the case, looking towards the subject-matter, Questions are, substantially, either:

1. What is this or that? What—questions—satisfied with the Fact. Or,
2. Why is this or that thus and so? Why—questions—satisfied with the reason, thought—relations, in the case.

NOTE I. What-questions are those which grow out of the consideration of the objective existence of subject-matter, rather than from regarding relations as such

NOTE II. Why-questions arise from viewing the relations, as such, of Facts, rather than the Facts themselves.

NOTE III. But both fields blend, often—the above is the essential difference.

NOTE IV. Which of these Questions shall predominate in any given recitation, is determined by the nature of the subject-matter under consideration.

VIII. The Learner reaches unto Knowledge the product by:

1. The activity of his perceptive faculties in regard to the objective world—in that these faculties, as avenues, enable consciousness to entertain sense-perceived knowledges as products. This is the what-region of Fact.
2. The power that consciousness has of entertaining subjective Phenomena as products the knowledges. This is also the what-region of Fact.
3. The power that memory possesses of conserving all these products, that they shall be at hand when wanted by Thought. This is also the what-region of Fact.
4. The power that Thought exhibits in that it discerns relations among the products in keeping, and from these relations evolves new and higher relations, knowledges the products—highest of all knowledge. This is the why-region of Thought, of Reason.

IX. If the Learner, in his search for knowledge the product, become hopelessly benighted, he is in the proper state to present himself to the Instructor—for precisely here is the did of the Instructor worthy.

X. For the Instructor, by statement or question, places before the Learner certain few opposite products which the Learner apprehends—a question confines his energy to the limits of the specific products—the just Fact or Relation is seen, or is pointed out—progress is made! thus, to the end.

Remark.—It often happens that the Learner, in his goings forth for Fact or Relation, is benighted by reason of having followed an *ignis fatuus* that has bewildered him by its guiding to nowhere except to the interminable—a question of the Instructor overtakes him at this place and extinguishes this false light that he has been following—he is constrained to return to his original vantage ground—he is again at the beck of another light (question)—whether it be true or false, the goal reached determines.

NOTE I. Questions whose extent is too wide, that cover too much ground, bewilder the Learner by the absence of that which indicates direction—of that which determines at what point of the Phenomenon to make the assault—of that which points out the better outgoing way from this centre—they consume valuable time, bringing no adequate recompense.

These are bewildering Questions, fit for unskillful and unworthy Instructors.

NOTE II. Questions that do not follow each other in as honorable sequence as are the logical sequences of the successive points of the product at hand, or of the product to be evolved, are wanting in one of the first of the essential elements of worth—that of just logical order.

For the mind of the learner becomes habituated to correct, or to incorrect, modes of orderly investigation as he is directed.

These are Illogical Questions, instruments of the unscholarly and presuming.

NOTE III. Questions that do not honor the order of ability of the learner—or that belittle the importance of the subject-matter investigated—or that want in the respect which is due the dignity of the purpose of the occasion—or that do not exalt the position of Instructor: all such Questions are an offense unto the air that voices them forth to the ear of the Learner.

These are Puerile Questions—common instruments with the unvigorous in thought-energy.

NOTE IV. Questions that are uttered by the instructor with "lack lustre eye"—that savor of the mechanical—that come laden with the weight and stoop of years—that overtake the Learner as spent balls do fortifications, with their effective power all gone—that present themselves not all shimmering with the glow of inured energy—that are no part nor parcel of the very intellectual life of the Instructor: all such are as "Sounding brass or a tinkling cymbal" (I Cor. 13:1)—and the source of them should say this in addition: "We have piped unto you, and why have you not danced?" (Matt. 2:17)—they are wanting in that prime essential—Life.

These Questions are properly Kill-Time Questions—important instruments with favor among the unprogressive, and with the unconscious.

NOTE V. Questions often so elaborately and completely discuss the Phenomenon under consideration that they are substantially direct Statements.

The answer of the Learner can be monosyllabic only.

These questions, as educational appliances, are hardly equal to statements not fashioned as questions—because, in the case of the question, the attention of the Learner is concentrated upon his final monosyllabic answer more than upon the points themselves that are contained within the statement.

In case the Statement assumes the form of a Question, the Instructor who propounds it himself becomes the Reciter by Topic—and the Learner is the audience that applauds this effort by a Yes, or evinces his disapprobation by a No.

Such efforts are good discipline for the Instructor—and often these are the most successful and interesting that appear in the class-room.

NOTE VI. Sometimes it is the case that the Instructor, after he has asked the question of the Learner—it becomes evident that he is not a good listener, that he is impatient to proceed with his own remarks, it may be.

This is very discouraging to the Learner—he soon abandons attempt—for it needs two present at least, in order that the discussion shall stimulate to its happiest results.

NOTE VII. It may occasion just pause to suggest whether Questions that follow each other so rapidly that they are literally showers of Questions, subserve the best maturity of profoundness of Thought in the mind of the Learner.

(TO BE CONCLUDED IN OUR NEXT.)

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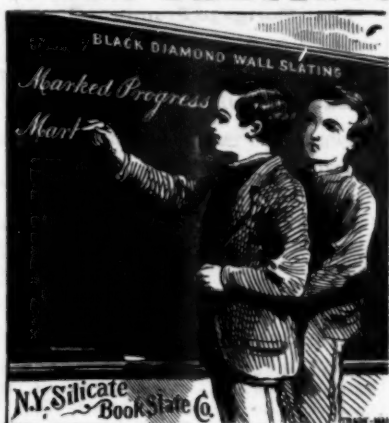
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THIS can be best shown in case of solids by the selection of substances having a high coefficient of expansion. Fortunately two of the commonest metals, lead and zinc, have the highest coefficients, that of lead being almost exactly that of zinc and more than twice that of iron and fifty per cent greater than that of brass. A well-known method for showing expansion may be easily applied in the case of lead. A ball of lead one and a half or two inches in diameter is cast, with a piece of wire to serve as a hook. It is turned or filed until it is as nearly spherical as possible. A circular hole through which it will just pass, is cut in a sheet of brass, copper, or zinc. If the ball be heated it will be enlarged by expansion so that it will no longer pass through the hole. Lead has the double advantage of having a high coefficient of expansion and of being easily worked by anybody.

A very pretty device for showing expansion of zinc may be constructed as follows: Obtain a long strip of zinc which will reach from the ceiling of the room to within a foot of the top of the table. This can be easily made by cutting strips from common sheet zinc and soldering them together. The strips should be at least one half an inch wide. Fasten one end of the strip securely to the ceiling by attaching it to one of the strong iron hooks, two or three of which should be in the ceiling of every school room. To the lower end of the strip is attached by wires a small platform, three or four inches square, made of wood, and strong enough to hold by a wire or string from its centre a weight of about ten pounds. The lower end of the zinc strip is cut off square, so that it may rest, when stretched by the weight, upon the short arm of a long lever, the long arm of which is to be used as an index to indicate the expansion. This lever may be made out of a strip of brass a few inches in length, the short arm being as short as possible, say from a quarter to a half inch, and the long arm made by fastening to the other end of the brass strip a long light pointer of wood, or a straight straw. This should be two feet or more in length—the longer the better. A graduated scale may be attached to any support near the end of the index, to indicate the amount of motion. The apparatus being in readiness, place an alcohol lamp upon the platform, and light it. The column of heated air rising about the strip, will cause it to expand so that the index may be made to pass over several inches. The apparatus, if well put up, may be used as a kind of metallic thermometer. If the scale be graduated to millimetres, the position of the index may be read at different times in the day, and compared with the readings of a common thermometer. It is easy to see that such a thermometer offers extraordinary facilities for self-registration. Lecchi's Meteorograph is a thermometer of this kind, with a strip of metal between fifty and sixty feet in length. A tube, as a piece of tin spouting, surrounding the strip of metal will increase the effect in the use of the lamp by confining the heated air to the vicinity of the metal. A piece of rubber tubing stretched to two or three times its length by the weight, and substituted for the strip of metal, will contract when the heat is applied.

It has long been known that when a metal is compressed heat is developed, but when a metal wire is stretched cold is developed. A remarkable exception to this rule occurs in the case of India rubber, which, when stretched, develops heat. Prof. William Thompson predicted from this that a piece of stretched rubber would contract upon being heated. This was verified by Joule. (See Tyndall's "Heat as a Mode of Motion," Lecture III.)

By the use of the little battery, described in the first of these Notes, a very pretty arrangement for showing expansion may be made. A brass, copper, or iron rod, a foot or two in length, is supported in a frame so that one end is in contact with a metallic point, and the other not quite touching another metallic point, the distance being adjustable—a common screw answers very well. These two metallic points are put in connection by wires with the battery and a telegraph sounder or a bell magnet, or if one of the wires is made to run directly over and parallel to a magnetic needle, the result will be shown very nicely. A lamp is placed under the rod, and in a few minutes it will so expand as to complete the circuit by touching the second point, which will be indicated by the striking of the sounder, the ringing of the bell, or the swinging of the magnetic needle. This may be adjusted so delicately that the mere contact of the hand will produce sufficient expansion to complete the circuit and signal the fact. It is useless to say that interesting practical applications of this may be made in the way of fire alarms, and in many other ways.—Prof. Mendenhall in *National Teacher*.

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[From the *Herald* Sept. 8, 1874.]

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